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ABSTRACT

Noting that the University of Illinois' Special Options Rhetoric program is designed for special admit students who score 15 or below on ACT tests, this paper investigates the efficacy of the program to help marginal students, and also includes information on writing programs at the University of Michigan and Ohio University. An introduction questions whether one semester of this particular writing program is sufficient. Following a methodology section are a number of interviews with those connected with Special Options Rhetoric, concerning why the program was developed, and descriptions of other rhetoric courses. Included next are samples of Special Options students' work, their evaluations of the class, and a content analysis of those opinions. Following several more interviews with teaching assistants, directors, and administrators is a description of classroom activity in a Special Options class, an EOP (Equal Opportunity Program) rhetoric class, and a standard freshman rhetoric 105 class. Alternative programs from Michigan and Ohio are then described, followed by a findings section, which notes that while the Special Options Rhetoric program has been partially successful in helping athletes with severe difficulties in writing, one semester is not adequate to these marginal students up to even Rhetoric 105 standards; funding is also low, and support from the English Department is minimal. The paper recommends cooperation between the university, the Athletic Association, and the Illinois Board of Higher Education, a stabilizing of the Special Options program, and training and support of Special Options instructors. Appendixes contain a history and description of the writing requirement at the University of Michigan, and a course description for the writing workshop at Ohio State University. (JC)

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An Evaluation of Developmental Writing Courses
for Specially Admitted Students (Athletes)

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Summary of Special Options Rhetoric Evaluation

Special Options Rhetoric 105/103 is a program recently added to the English Department's list of courses that meet the writing requirements of the University. It is designed for special admit students who scored 15 or below on the English section of the ACT test and athletes who transferred from junior colleges. The students enrolled in the Special Options Rhetoric program are not eligible for the Educational Opportunity Program (EOP). Students are in a classroom situation with no more than sixteen students for three hours a week and in a one-to-one tutoring situation forty to fifty minutes a week for one semester. Credit ~~is~~ given for both 105 and 103. It is hoped that the tutorial will give these students a fighting chance to meet the writing requirements for graduation.

Evidence from students, staff, and observations indicate that the program is partially successful. Many students have more positive attitudes about writing and their ability to write at the end of the program and most students have learned some writing and research skills during the one semester program. Although some students do not complete the program or fail it and need to repeat it, most do pass and technically have met the University writing requirements. Most who pass, however, have not in actuality reached the level of proficiency desired by the University, primarily because one semester is not sufficient time to reach proficiency. The program could perhaps become completely successful or at least become much more effective than it is now if some changes were made.

The desired changes would be in the following areas:

- More commitment and support from the University and Athletic Association in terms of funding, promotion, and psychological support.
- A change from a one semester to a two semester course.
- More cooperation and coordination from the athletic tutors.
- More attention to staff development and curriculum.

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Introduction

The only University-wide requirement for graduation from the University of Illinois is a course in writing. The writing requirement reflects the concern that this institution has, along with others, that graduates have the necessary writing skills to compete in a literate society. To fulfill this requirement, most students enroll in Rhetoric 105, the standard 4-hour freshman composition course. Students with a 26 or 27 ACT score may take either Rhetoric 105 or Rhetoric 108, a more sophisticated version of freshman composition, or satisfactorily complete the two-semester, 6-hour sequence of Speech Communication 111 and 112 (Verbal Communication). Students may waive the writing requirement by having scored a 28 or above on the English sections of the ACT test. Under certain conditions students may satisfy the English requirement for graduation through satisfactory completion of courses offered by the Division of English as a Second Language (ESL 114 - ESL 115).

Now let's suppose I am a person who intends to graduate from the University of Illinois, but I am very deficient in verbal skills. I can't read, and I can't write. I know this from my high school experiences and assessments and from the results of the English part of the ACT test. My score was below 15 someone told me, very low. I can do other things well though--I might be a whiz at math, modern dance, composing music, football or basketball. Let's suppose I am outstanding at football. Having read or been told about the University writing requirement, I worry about how I'll get over this hurdle. I check the current Undergraduate Programs and find on page 5:

SPECIAL PROGRAMS AND OPPORTUNITIES

Many special programs and educational opportunities are available to students. The Educational Opportunities Program (EOP) for students who might otherwise be denied a college education, the Advanced Placement Program, proficiency examinations, an early admission program for high school students, an honors program, services for physically handicapped students, a delayed admission program, concurrent enrollment of students at Parkland College and the Urbana-Champaign campus, and independent and overseas study programs are explained in the "Special Opportunities" section.

And I look at the current Courses Catalogue under Rhetoric and Composition and find this:

RHETORIC AND COMPOSITION

- 103. Writing Laboratory. Intensive tutoring in basic writing skills to be scheduled at the Writing Laboratory. Pre-requisite: Concurrent registration in Rhetoric 104 or 105, or Speech Communication 111 or 112, or written consent from the English Undergraduate Office. 1 hour. May be repeated for a total of 2 hours.
- 104. EOP Rhetoric. An introductory writing course designed for EOP students and with concentration on exposition; must be taken concurrently with Rhetoric 103, a 1-hour course offered at the Writing Laboratory. 3 hours.
- 105. Principles of Composition. Study of the methods of exposition, the problems of argument, the use of evidence, and style; practice in expository writing. This course fulfills the campus rhetoric requirement. 4 hours.
- 108. Forms of Composition. Study of the methods of exposition, the problems of argument, the use of evidence, and style; practice in expository writing. Students are admitted on the basis of ACT verbal scores or equivalent. See Timetable for current topics. This course fulfills the campus rhetoric requirement. 4 hours.

It appears that there are some special services for students and that the EOP program might be helpful to me since it has a special introductory writing course taken along with a writing laboratory course that has intensive tutoring in basic writing skills. The situation looks more promising to me now, but when I ask what EOP is all about, I find out I'm not eligible. I may not be a minority student, or I may not be a minority student graduate of the urban high schools, covered under EOP policies, a student who shows leadership and academic promise but who has been denied opportunities to become proficient in basic skills. So now I'm confused about why there are special services for them in writing, but none for me. And I am still worried. I have been specially admitted to the University of Illinois, so I am special, I guess, but there are no special services available to me to meet that writing requirement. Then one day during the summer I receive a letter from the Admissions office.

Dear Admitted Student:

We wish to advise you of a special opportunity to enroll in an optional tutorial course in rhetoric. Your participation is voluntary; however, we would like to emphasize that this tutorial offers you a chance to receive individual instruction in writing while you are completing the required course in rhetoric.

If you choose to enroll in this tutorial course, Rhetoric 103, you will meet forty to fifty minutes each week with a tutorial instructor who will help you to overcome problems, especially grammar problems, which may be present in your writing. Rhetoric 103 is not an alternative to Rhetoric 105; you must still take Rhetoric 105 to fulfill the university's rhetoric requirement. However, Rhetoric 103 earns one semester hour of credit, and enrolling in Rhetoric 103 can significantly improve your performance in the required Rhetoric 105.

To be eligible for this tutorial, you must enroll in a special section of Rhetoric 105 which has a concurrent 103 tutorial. This option is available only to students whose ACT-English or SAT-Verbal score indicate a probable need for

intensive instruction in expository writing and critical reading. If you elect to register in this optional tutorial, you must enroll in Special Option Rhetoric 105/103 during fall registration, August 24-25.

To register for Rhetoric 105/103, you should go to the Special Option station at the Rhetoric table at Fall registration. We will be able to process your registration more quickly if you present this letter to the person who handles your assignment to the appropriate section. There are limited spaces available in these Special Option sections and students will be enrolled on a first come, first serve basis. Special Option rhetoric sections have tentatively been scheduled for 9:00 MWF, 12:00 MWF and 9:30-11 TuTh.

If you have questions about this optional tutorial, please contact the Freshman Rhetoric Office, 200 English Building (217) 333-2392.

Very truly yours,

Admissions Officer

After reading and rereading the letter and thinking about the whole situation, some questions come to mind.

"Why was there no mention of this opportunity in the Undergraduate programs book or courses catalogue? Are they keeping it undercover? The letter sounds pretty definite about the tutorial instructor helping me overcome my problem, especially my grammar problems. I wonder if the instructor knows enough to help and really wants to help people like me. Are my grammar problems the most important problems I have in writing? Let's see, the Rhetoric 103 tutorial course is one semester long. If I meet sixteen times for forty to fifty minutes, that is less than eleven hours of tutoring. Is that going to be enough to significantly improve my performance in the required Rhetoric 105? Enough? Enough to pass? Enough to earn a good grade? Enough to learn all that I need to learn

about writing in order to do well in my other courses I'll need to graduate? Now Rhetoric 105 is one semester too. If I attend every tutorial and every Rhetoric 105 class, I'll have about 58 hours of writing instruction. Is that enough? I wonder how I'll have time to go to both classes, do the homework, practice, play in the games, and go to the required study halls and tutor sessions the Athletic Association has. The letter says I'll get intensive instruction in expository writing. Will that really happen? And in critical reading. Will that happen? How will there be time for them to teach me to write and read? I need as much instruction in reading as writing. If they divide the available hours, then I'd have twenty-nine hours for reading and twenty-nine for writing. Can I learn much of either in that much time? I wonder if this Special Options course is really the same as the regular Rhetoric 105. Will they change it somehow--water it down--make it easier or just different? Why are there only limited spaces available for Special Option sections? Are they too cheap to make it available for all the people like me or what? Will the University look after me and give me more opportunities to learn the writing skills I don't learn in Special Options 105 and Rhetoric 103? Do people at the University care enough about me to see that I graduate if I do my part?"

The concerns and issues raised by this hypothesized student are, for the most part, the same issues that form the framework for this evaluation study of the Special Options Rhetoric 105/103 program. The issues addressed in this report were identified through interviews with persons involved with the program directly and indirectly, content analysis of student-written letters and other letters, documents, and questionnaires. The main issues identified are as follows:

The relationship of Special Options Rhetoric to the missions of the University and Athletic Association.

1. The need for a Special Options Rhetoric program. Does the University have a responsibility to provide opportunities to marginally academic students? Is there a supportive climate for Special Option Rhetoric?
2. The role of the Athletic Association in Special Options Rhetoric. Does the tutoring service provided by the Athletic Association interfere with the effectiveness of Special Options Rhetoric?

The Special Options Rhetoric program and practices

3. The amount of time designated for Special Options Rhetoric. Is one semester long enough to do the job effectively and have an impact?
4. The comparability of Special Options Rhetoric 105, EOP Rhetoric 105 and regular Rhetoric 105. Is Special Options Rhetoric on the same level as the other two? Is it different?
5. The staffing of Special Options Rhetoric. Is there an available supply of graduate students who want to teach and who are qualified to teach it?
6. The developmental orientation. Is Special Option Rhetoric effective? Do students tend to improve writing skills and attitudes toward writing?

It might be interesting to note a few of the issues, concerns, and complaints identified which were part of the foreshadowing list of questions but did not make the final list because of time limitations. These are important issues also and should be followed up with other studies.

1. Why are there differences in the placement policies of the three Rhetoric 105 classes? A writing sample is required in addition to ACT scores for EOP Rhetoric 105 but only ACT scores for regular and Special Option Rhetoric 105. Athletic transfer students are automatically relegated to Special Option Rhetoric 105 without tests or writing sample.
2. Is the timing wrong for students taking Special Option Rhetoric? Would marginal students be better off waiting until second semester sophomore year when study skills have been acquired?
3. Why isn't the writing clinic offered by the English Department used by marginal students?
4. Why is the U. of I. the only institution in Illinois and the Big 10 association to give only one semester of composition as a requirement?
5. Is a teaching assistant approach appropriate for remedial situations or should a regular teaching staff be used because of continuity and experience?
6. Does the Athletic schedule prohibit a Special Option student from excelling or doing average work?
7. Why do Special Option Rhetoric policies change in the middle of a semester--why are there no written policies in some areas?
8. Is the sports scholarship policy and the whole sports system in the U.S. working against the best interest of students in general with the early emphasis of perfecting athletic skills (basics aren't learned in elementary and high school).

9. Should the main emphasis of Special Option Rhetoric 105 be error free writing or fluency, transmitting a body of knowledge or values?

This report (1) describes the Special Options Rhetoric program at the University of Illinois, (2) documents some of the perceptions of the program held by current and former students, current and former teaching assistants, and administrators from the English department, Athletic Association and the University at large and (3) reports some of the effects of the Special Option Rhetoric Program on students.

Methodology

Information about the program, perceptions of the program, and evidence of the effects of the program on students' attitudes and performance were gathered from many sources. A variety of data collection methods were used for purposes of validation and multiple perspectives. The Special Options Rhetoric 105 class was observed for the entire class period once a week throughout the 1982 spring semester except for the first two weeks and the last week. The tutorial 103 class was observed several times as was the Athletic Association study hall. On two occasions Regular Rhetoric 105, EOP Rhetoric 105, and Special Options Rhetoric 105 were observed the same day. Extensive interviewing was done, in person, of students, teaching assistants, rhetoric directors, secretaries, Athletic Association officials and tutors, librarians and high level University officials at their convenience. Some former Special Option Rhetoric students and teaching assistants were interviewed by phone. Questionnaires, student writing samples, and documents from the Rhetoric departments, Athletic Association, and Admission Office, at the University of Illinois as well as documents from the Rhetoric

departments of the University of Michigan and Ohio State University were also used.

Plan of the Report

The section of the report relating the History of Special Options Rhetoric is a compilation of different people's views, reported verbatim from interviews of how and why the program originated because there is no written document. The multiple views illustrate different perceptions and interpretations of the history. The section giving the Overview of the program consists of photographic descriptions of both Special Options Rhetoric 105 and 103 classrooms. The placement, profile of the Special Options student, policies and curriculum information comes from English department documents. The perceptions of Special Options Rhetoric consist of vignettes, researcher think-aloud descriptions, student products and interview statements. The section on Alternatives: Other Special Rhetoric programs are descriptions of other programs taken from their documents for purposes of comparison to the program here. The section on Findings contains analyses of the six main issues of concern about the program. The Recommendations section lists some of the evaluator's suggestions for improving the Special Options Rhetoric program. They are suggestions as seen from one point of view only--the evaluator's. The evaluator is biased, no doubt, because of previous composition and reading teaching experiences on the secondary and post-secondary level with remedial, average, and above-average students. One tends to see things in the light of previous experiences, and educational philosophies.

Multiple Views of the Origin of the ProgramAthletic Association Secretary

It is my understanding that prior to 1978, it was determined that athletes needed extra assistance with rhetoric and so an agreement was worked out with the Rhetoric Department for athletes to take a placement test and those below were put in EOP 104/103. They were given credit for these courses, but the credit didn't apply to a degree and athletes had to be working toward a degree, so they had to take EOP Rhetoric 105 also. A year later in 1979, there was a great uproar somewhere. I don't really know--someone said it wasn't right that athletes should be in the EOP programs--they didn't belong there and there was then a budget crunch. Somebody pressed the idea that we needed something extra for athletes--that if they couldn't be allowed in EOP Rhetoric they would be thrown to the wolves--they'd be put in regular Rhetoric 105 flat out. So someone pleaded for a special course. The fall of 1979 was the last time athletes were in EOP Rhetoric. Terry Cole, the Athletic Association Director, worked with Steve Harris, the EOP Rhetoric Director. Steve developed Special Options Rhetoric 105. When Special Options Rhetoric 105/103 came out then, it did apply to a degree. The athletes are glad that it meets the degree requirements.

Former Teaching Assistant

The athletic department was not supporting academic ends for student athletes. They dumped athletes into the EOP Rhetoric classes. The Rhetoric director said, "You are not doing this to me." Too many athletes missed classes. The compromise was--"We'll give you one last chance--a one

semester class called Special Options. Since EOP was funded with a special state grant and was an affirmative action program, it was not really for athletes, but EOP had accepted athletes whenever they had space in a class until Spring semester 1980.

Rhetoric Director

Special Options Rhetoric was developed because students with low ACT scores had been placed in EOP Rhetoric to give them extra background and a tutorial, but this was acting in violation of EOP rules. Many who needed this type of EOP course were not from the EOP program. About three years ago, Professor Kinnamon, the head of the English department, decided we couldn't admit unqualified, marginal students anymore to the EOP Rhetoric classes because of the EOP funding. The money is specially allocated to students with special disadvantages. Some athletes did qualify. The athletes are in the special admissions category. If they did not have any athletic ability, then they would not be admitted to the University. So because athletes are involved, it is a political issue. The University cannot set up special sections for athletes specifically. Professor Kinnamon got permission from the University to set up a special rhetoric program for anyone with low ACT scores. The Office of Admissions published information about the new rhetoric program. The program was for a student, for instance, who had an ACT score of 10-15 in English but uncharacteristically high ACT math scores to balance it. The major question of how arose--how to make a Special Options Rhetoric program available to all students, not just athletes, to justify it.

Athletic Association Director

There was a time an athlete could take EOP Rhetoric, but because of budget requirements, that changed. Before, athletes met the EOP criteria now, they don't. The whole situation for Special Options Rhetoric is a result of budget plus attitude. An attempt was made to fulfill the needs of athletes who met the criteria. It might change. A committee is now looking into the educational needs of the significantly large number of students who this institution with marginal writing (and other skills--or else we wouldn't have Special Option Math and Psychology and Special Communication courses as well as Rhetoric) skills. All of this probably because of EOP originally. These Special Option courses are all one semester and provide a one hour tutorial to assist students out of class. When athletes were forced out of EOP, then Special Options Rhetoric was started. It is hypocritical if the institution doesn't support the special needs of athletes and won't let them enroll in the EOP Rhetoric courses designed for students with marginal writing skills. So what option did athletes have? Only regular Rhetoric 105 or Speech Comm. 111 and 112. How did Special Option Rhetoric come about as a one semester course? Talk to Professor Kinnamon.

English Department Head

Special Options Rhetoric got started through the coercion of the higher administration officials through the prompting of the athletic association. The practice had been for athletes to be admitted to EOP Rhetoric classes. I didn't know this--I was unaware--it had been going on before I came here. My impression was that EOP was for students carefully selected and recruited for academic potential for whom academic support

was provided to help correct social and educational injustice. I am wholeheartedly in support of the EOP concept of the support of the University for this concept. Athletes are not recruited for academic potential--they are recruited for non-academic potential. When I discovered athletes in EOP courses not designed for them, I traced the history and found when and why it was done. There had been a change in the policy of the NCAA.

Before, in the early 1970s the NCAA required athletes to have a certain grade prediction index for high school rank and ACT scores. A statistical prediction was made for APA--there was a minimum for the admission of athletes. When the rule changed in NCAA and the Big Ten (now it is a C--grade average in high school--the ACT is not taken by athletes in high school) an agreement was entered into ten years ago. I had no reason to suspect this when I came here. The EOP director was on record as being opposed to athletes in EOP. This admission of athletes to EOP Rhetoric was discriminatory in favor of athletes. I told this to the Athletic Department. Then much intense pressure was brought to bear on me from the Athletic Department. We finally agreed to have a Special Option section that must be open to any student in the University with a deficiency in verbal skills on the SAT or ACT tests. So now it is now discriminatory in favor of athletes--now it is for all students.

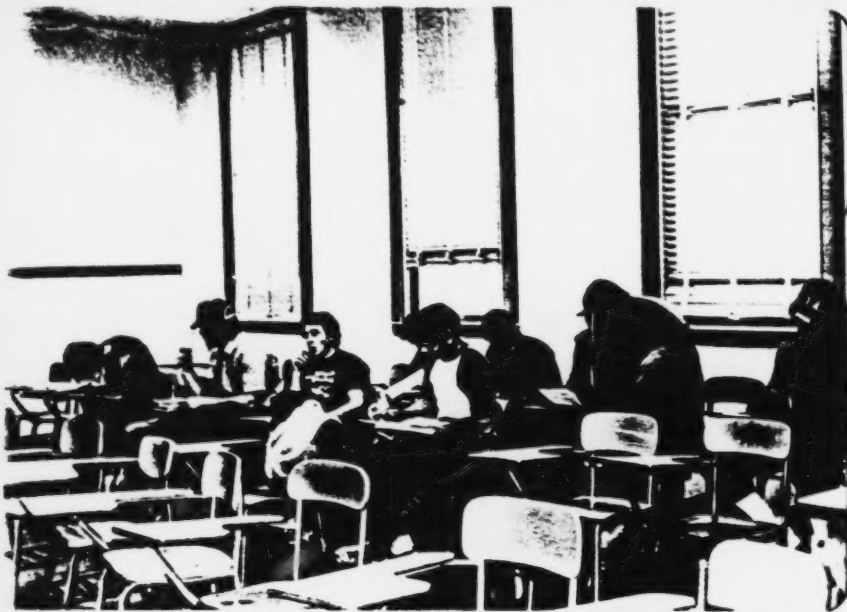
My objections to a program designed for just athletes rest on several grounds. First, it would be preferential to athletes and not to other students and there are such students--the physically handicapped, the gifted in music and dance who need relaxed standards. Furthermore, the normal admission process combines verbal and quantifying tests for a composite. It is not unusual to have good math skills but poor verbal skills and a

good high school rank. These students I felt needed a Special Options Rhetoric program. The University took steps to notify such students of this new institutional course that is semi-remedial. I have been generally concerned in the last few years in the overemphasis on athletics and the undermining of academic values. I have been distressed at the strides made to disrupt academic integrity since the arrival of those people interested in athletic competitiveness and relaxing standards to keep athletes eligible at Big Ten universities.

Overview of Special Options Rhetoric 105/103 Program

During the spring of 1981 the secretary of the EOP Rhetoric director asked an experienced EOP teaching assistant, Margaret Grove, to set down in writing a Special Options section to be added to the EOP Rhetoric Supplement to the Rhetoric Handbook, a description of the regular Rhetoric and EOP Rhetoric programs and a guide given to instructors teaching Freshman Rhetoric at the University. Until this time, there was no written description of Special Options Rhetoric or written guidelines. Margaret interviewed Special Option Rhetoric teaching assistants and observed some Special Option classes in order to gather data about the course.

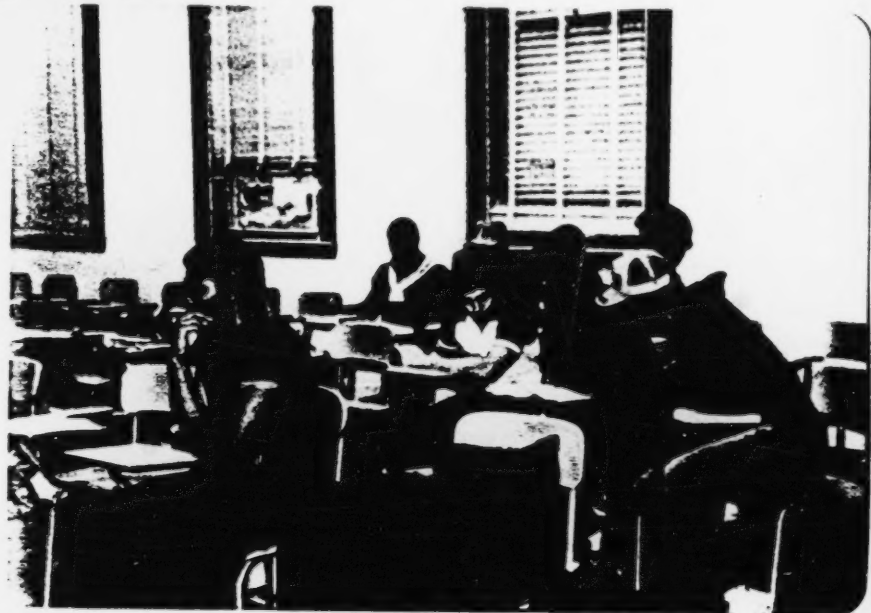
The secretary felt the need for a written description and set of guidelines because the EOP director, who was also in charge of Special Options had resigned in May 1981 and a decision was made by the English Department, reaching the EOP Rhetoric secretary on the same day as the EOP Rhetoric director's resignation, to offer Special Options Rhetoric 105/103 in the 1981 Fall semester. The secretary felt something needed to be in print for the new EOP/Special Options Rhetoric director and the new



Special Option Rhetoric 105
Spring 1982 Classroom
Administration Building
Room 169

Class Activities

Reading
Thinking
Asking
Answering
Writing
Helping
Sharing
Wondering
Hoping
Worrying
Waiting



Today's Assignment

Mid-term Next Class

Then Spring Break!

Special Options Rhetoric 103
Tutorial Room
English Building
Third Floor



Special Options Rhetoric teaching assistants at the orientation week in August. The written description and guidelines were finished by the time that the new EOP/Special Options Rhetoric director was hired (two weeks before classes began, August 1981).

The introduction to the Special Option Rhetoric 105 section of the EOP Supplement to the Rhetoric Handbook states:

PURPOSE

The purpose of Special Option Rhetoric 105 is to add the benefit of the tutorial session (Rhet. 103) to Rhet. 105 for specially admitted students, many of whom are athletes, who are not eligible for the two semester EOP Rhetoric Program. While some of these students are academically marginal and need much more help than we can give them, this course does give a fighting chance for surviving at this University for the highly motivated student. It is a compromise course between Rhet. 104 and Rhet. 105, which tries to give these students the little extra help not available in the regular Freshman Rhetoric classes. Since this course is based on ideas and materials derived from Rhetoric 104/103 and 105/103, this section will be short. Please refer to those supplements for more detailed information. The rest of this section will concentrate on only the specifics of Special Option Rhetoric 105.

Since Special Option Rhetoric is a compromise between Rhetoric 104 and Rhetoric 105 it is necessary to describe these two courses also. The EOP Supplement describes Rhetoric 104 like this:

Rhetoric 104, a three hour course, teaches the basic skills in writing. In particular, this course concentrates on the rhetorical skills required to help the student become competent in writing formal college essays. Among Rhetoric 104's several objectives, the primary ones are these:

- 1) the writing of the focused one-paragraph response
- 2) the writing of the cohesive essay response
- 3) the use of close reading for both the students' own work and assigned essays
- 4) the use of a definite stance in topic and thesis sentences for controlling argument

- 5) the use of transitions between sentences and paragraphs for clarity and smoothness
- 6) the use of introductory and concluding paragraphs in an essay
- 7) the use of definition, comparison/contrast, description, exemplification and summarization for expanding an idea legitimately in order to avoid "fluff" and "fill"
- 8) the use of functional grammar emphasizing standard punctuation, appropriate diction and adequate sentence structures

Specifically, the grammar work should emphasize these topics:

- 1) complete sentences
- 2) subject-verb agreement
- 3) accurate pronoun reference
- 4) avoidance of errors in tense and number shift
- 5) standard comma use

While these lists of objectives are not complete, they do indicate the areas of emphasis and importance. Finally, Rhetoric 104 is designed to teach students to write clearly, succinctly and logically.

The description of Rhetoric 105 given by the English Department to prospective teaching assistants states that:

Rhetoric 105 is a basic college course in expository composition, with an emphasis on argument, writing to persuade. The course includes all elements of the process of writing: thesis, development of an idea, logical organization of a theme, paragraph development, sentence construction, diction, style, and the library research paper. Often, instructors organize their theme assignments around the rhetorical modes: definition, comparison-contrast, causal analysis, process analysis, argument. Rhetoric 105 instructors assume that their students understand basic English grammar and mechanics, but do integrate grammar into the course whenever necessary.

During the semester, each student writes at least 30 pages of exposition. This total number of pages includes a minimum of the short (2-3 page) themes, at least four of which are in-class impromptus. The research paper is usually from 5 to 10 pages long. Some instructors assign more pages of writing than the minimum, which may or may not be graded.

The course textbooks include a rhetoric textbook, an anthology of expository prose, and a grammar and mechanics handbook. Students also use a copy of Freshman Rhetoric: A Manual for Students, prepared by the English Department. Student essays are often

used in class to supplement the textbooks. Instructors schedule at least one individual conference with each student, to help individualize their writing instruction. Most students, however, see their instructors in conference frequently.

After an EOP student takes the preparatory Rhetoric 104 course during the fall semester, EOP Rhetoric 105 is taken, during the spring semester, a course designed to be comparable to the regular Rhetoric 105 course.

EOP Rhetoric 105 is described in depth in the EOP Supplement:

EOP Rhetoric 105 is a four hour course, teaching various essay models and the research paper. During the first few weeks of the semester, the class reviews basic essay writing skills: selecting a subject, focusing that subject, writing topic sentences and thesis statements, putting the necessary background information into the introductory paragraph, organizing specific examples in the body, arriving at a logical finish in the conclusion. Individual students review sentence variety, grammar and usage in Rhetoric 103 while class sessions of 105 concentrate on rhetorical techniques and argumentation. Emphasis is also placed on polishing diction. The instructor should additionally emphasize the need to use and retain these various rhetorical skills for later use in writing term papers and essays in other college courses. While essays in the Rhetoric texts are worthy of analysis and examination, remind students that the formal college essays requires a less flexible format with emphasis on argument and analysis.

Most of the rest of the semester is devoted to writing or practicing skills for writing the research paper. Your job, here, will largely consist of persuading your students early and often that the research paper takes time and effort because it must be their own argument and not a report on the material available in the library. This research paper must be about something and not about 8 pages long. The students will find that work on stance in 104 will help them in developing an argument. As part of the research paper assignment, the students will learn how to use the library, how to avoid plagiarism, how to summarize, how to use quotations and how to construct and challenge the thesis. Therefore the students will be learning the research paper as a step by step process. As an instructor you will need to bring to conscious thought all the little tricks you do automatically to construct a well-argued research paper. To that end, you will be structuring most of your assignments so that the final version of the term paper reflects what the students have been learning in the course.

The Special Options teaching assistant then would be expected to cover the objectives and content of the preparatory Rhetoric 104 one semester course and the regular Rhetoric 105 one semester course, two semesters' worth of objectives and content in one semester. The TA would be expected to have frequent conferences with the student as stated in the regular Rhetoric 105 description and then add to that the tutorial time for the Rhetoric 103 class. The Supplement also describes the Rhetoric 103 course:

RHETORIC 103

Rhetoric 103 is a one-hour tutorial course taught in conjunction with Rhetoric 104 and 105. It is designed to teach students how to revise papers, how to proofread, and how to improve skills in grammar and usage. The Rhetoric 103 tutors are familiar with the syllabus and texts used in Rhetoric 104 and 105. They talk with the instructor of this course to learn of their students' performance in class. They demand a great deal of their students, sometimes asking them to do exercises or to write paragraphs at home. But the tutor's primary goal is to teach students how to improve their writing by showing them why they have made mistakes in papers; showing them how to correct these mistakes; and having the student rewrite parts of their papers.

The Rhetoric 105 tutorial emphasizes revision and proofreading. They will also concentrate on learning to use the U. of I. library system and on writing the longer research paper.

The Director of EOP Rhetoric and Special Options Rhetoric described the program to eligible students in a letter dated October 30, 1981:

Dear

Once again this coming semester Special Options Rhetoric 105/103 will be offered to marginal students as an alternative to regular Rhetoric 105. The Special Options section will require the same amount and kind of work and will satisfy the same rhetoric requirement, but it will offer the student more individual help than the regular Rhetoric 105. The Special Options class will be limited to sixteen students, and each student will have an additional, individual, forty-minute tutorial each week. The course is decidedly better than regular Rhetoric 105 for marginal students because it increases their chance of successfully satisfying the rhetoric requirement and competing in university courses that require writing.

Although the Special Options section is not listed in the timetable, students may register for it in advance registration. In order to do so students must either have an ACT score of 15 or below or my permission. If you are helping to register students for Special Options, please make sure they register for the following sections of both 103 and 105:

S.O. Rhet 103--Section AA Call No. 08376 Conference
 S.O. Rhet 105--Section MM Call No. 08378 Tu Thurs, 9:30-11:00,
 Room 137 Administration

These sections will appear in the Timetable Supplement and if there are still seats, students may sign up in January at the Armory by going to the EOP secretary at the Rhetoric table.

We will be happy to answer questions about Special Options or confer with students about their needs; we are in Room 315B English (333-2085).

Sincerely,

Director, EOP Rhetoric

Placement for Rhetoric 105

According to the placement policies of the regular Rhetoric 105, students with a 26 or 27 ACT score may take it. No writing sample is required for incoming freshmen or transfer students, but transfer students may take the Transfer Writing sample to determine their proficiency and placement. EOP Rhetoric students are placed on the basis of ACT scores and a writing sample administered during the summer. Students who score between 16 and 25 on the ACT English test and fail the writing sample test are placed in EOP Rhetoric 104. Those who do well on the writing sample are placed in EOP Rhetoric 105. Students are placed in Special Option Rhetoric with ACT scores of 15 or below on the English test. Many students in Special Options classes have single digit ACT scores and read on a fifth grade level (or perhaps even lower). No writing sample is given. All

transfer athletes are automatically placed in Special Options Rhetoric without the option of a writing sample test. The students placed in Special Options Rhetoric 105 are less skilled and proficient, more marginal than those students placed in the preparatory EOP Rhetoric 104.

Profile of Special Options Students

Although the Special Options Rhetoric program is offered to all students with ACT English scores of 15 or below--the gifted in the Arts or math or the physically handicapped or foreign born students in some cases, the typical Special Option Rhetoric student is an athlete, typically male, black, and a football or basketball athlete. The spring semester 1982 Special Options Rhetoric 105/103 class an enrollment of fifteen students. Of the fifteen, four were repeaters--athletes who had taken it before and failed; one was a non-native oriental student, one student had pre-registered; a freshman athlete; and nine were junior college transfer students--athletes from California. Of the fifteen, all were male except one and all were athletes except one. Earlier Special Option classes would have looked pretty much the same except for possibly an engineering student or two, and perhaps a lower ratio of transfer students. A dyslexic student athlete enrolled in an earlier class, couldn't do the work and withdrew. He has reenrolled now in a fall semester 1982 class.

Policies

The EOP Supplement has written policy statements for attendance and evaluation. It does not have written guidelines for make up work resulting from University sponsored events or unexcused absences. The policies according to the 1981 EOP Supplement:

ATTENDANCE

As with all our Rhetoric courses, attendance is required. However, you will have some unusual situations as you will be having many athletes as students. In your policy statement you will have to let your students know that they may only be absent because of University sponsored events or because of severe injury. You will also have to state that you will be in constant contact with Terry Cole in the Athletic Association Office concerning all absences. Do not allow any other absences or some students will disappear. Probably only a few students will have attendance problems. These problems will be less frequent if you handle them early, firmly and consistently. This course is offered as a service to these students, and it is to their advantage to be present.

EVALUATION

Do not be surprised if some of your students have a grade school reading level. While they will work very hard for you, you may not be able to pass them or to rate them higher than a low D. These students are heart breakers, but do not give inflated grades based solely on effort as other university courses will rapidly reveal their deficiencies and render your evaluation useless in the long run. Other students will do quite well. The best rule of thumb, as with all students, is to take these students one at a time and help them as much as you can. Then, they will take what they have actually earned. As many of them are very competitive, they will be willing to do the work you give them. Therefore it is only fair to let them know early and often how well they are doing. Be sure they are thoroughly aware of the Grade Standards Sheet right from the first day.

The students who come to us with poor skills may be tempted to give up because of low grades; at this point you will need to marshal all your motivational skills because you never know when that learning breakthrough will occur.

Since student papers are failed for plagiarism and the student is automatically failed, be sure they are familiar with the university policy of all work being their own work. They may come here with habits acquired in high school which could make problems for them. Keep in continuous contact with other Special Option teachers so that you can catch any attempts at "sharing the wealth" early. Be sure that they understand that tutors supplied by the Athletic Association may help them by talking about the papers and by helping correct the typos BUT that no other help is permissible. Watch for heavily edited re-writes and out-of-class papers that show unusual improvement compared to in-class work.

CONFERENCES

Rhetoric 105 instructors should have at least two conferences during the semester. Those instructors who tutor and teach their own students need not set aside a separate time for these conferences. However, those who are only teaching may use two of the Rhetoric 103 instructor's weeks for conferences. Individual library tours are a good way to use these conference sessions.

Teaching Assistants for Special Options may have their own policy statements.

Here is an example of one such policy statement from the EOP Supplement Appendix used sometime prior to fall 1981.

Supplies: One standard office file folder. Your first impromptu, Wednesday, will be turned in in this folder. Get one today. Pen. Lined notebook paper for any classwork or exercises. Typing paper for out-of-class work. A huge envelope for research paper materials. Index cards for the research paper.

Course Explanation: This is a skill course designed to further your ability to write the formal college essay and to polish your skills in writing the research paper. Part of the research paper will include intensive use of the excellent library on this campus. In addition, you will be polishing your skills in the critical reading of expository prose.

Written Assignments: You will write five paragraphs, six essays, and one research paper during the course. The first essay, the mid-term essay, and the final will be impromptu essays. These impromptus will provide practice for final exams. The out-of-class essays will help prepare you for the research paper. Out-of-class essays will be typed, double-spaced on standard 8½" x 11" paper with 1½" margins on all sides.

Original Work: Be sure that all work turned in whether in-class or out-of-class is completely your own. Any re-writing whatsoever by a tutor from the Athletic Association or from any other source will end in a failing grade on the paper and a failing grade in the course. Be sure any typist who types your paper understands that no editing at all will be allowed.

Reading Assignments: You will be reading McCrimmon and Decker. You will be given quizzes on some assignments.

Quizzes: Quizzes will be given on the definition of terms as well as on the readings. These grades will help decide borderline cases.

Attendance: Attendance is required at every class and conference meeting. Any absences other than those authorized because of a University sponsored event or those resulting from you being severely injured will lead to a failing grade. These same reasons are the only excuses for missing conference sessions as well. It is up to you to let me know in advance when you will be absent for University events. You must arrange to get the work and the notes and to make up the conference time.

Returning Papers: Return graded papers to me during your conference sessions. All papers must be on file in the Writing Lab, English 315, in order for you to get a grade in the course.

The Curriculum

According to the handbook, the course content and assignments for Special Options Rhetoric 105 are described as follows:

COURSE CONTENT AND ASSIGNMENTS

Because this course is a conflation of Rhet. 104 and Rhet. 105, the emphasis of the first third of the course is on grammar and paragraph structure. The other two-thirds of the time should be devoted to essay structure and the research paper. Again, be sure to read the EOP Rhetoric Supplement for a description of specific content for the two semester Rhetoric Program.

Specifically the assignments should include:

- 5 paragraphs - definition, description, process, comparison/contrast, cause and effect
- 6 essays (of 2-4 pages typewritten for out-of-class work) - classification, illustration, definition, process analysis, comparison/contrast, persuasion. Three of these maybe will be in-class impromptus; the 1st essay, the mid-term and the final.
- 1 research paper - of five to seven pages. Be sure this is a paper with stance and argumentation and not a report.

The emphasis of the paragraphs should be on limiting the subject and using concrete examples or illustration for support. Transition should probably be taught all along rather than as a separate skill. Then, the emphasis of the essay should be on a well-focused thesis statement which takes a stance on a subject and leads to a well structured argument of that stance.

You may want to experiment with teaching the research paper. It can be taught all in one block, or it can be taught interwoven with the essay assignments and paragraph assignments. Either way, you will want your students to start choosing their topic or at least thinking about it by the second week of the semester as the course concentrates on the process of writing the paper more than on the content. The students need to know their subjects early so that they can concentrate on developing their thesis statements, doing the research and writing the paper.

This is an intense course for both the teaching assistant and the student.

It is interesting to look at the course content for EOP Rhetoric 104 to see what the students would be expected to do and know by the end of the semester and then to compare that to the Special Options Rhetoric 105 course.

TEACHING RHETORIC 104

Keeping in mind that the objective of EOP Rhetoric is to teach students to write well, first consider what skills the student must master to achieve this goal. Because many of our students have not sufficiently practiced the basic skills of writing or have never been taught these skills in the first place, Rhetoric 104 cannot be accurately described as a remedial course. Instead, it is a compensatory course as it will be, for many of our students, their first exposure to writing techniques they should have been taught during their high school years.

In addition to basic rhetorical problems, many of the errors in EOP students' writing result from the difference between their spoken dialects and the requirements of formal English. Students should be taught the levels of language use so that they can recognize this difference. While teaching the structure and function of written Standard English, we teach students to respect their own dialects as well. As a result, for the first few weeks of class and tutorials, functional grammar and usage rules receive considerable attention. These rules should be reviewed briefly whenever necessary throughout the semester. Specific grammar problems are best handled in the tutorials. In the class, quizzes and written assignments are especially recommended as they give students an idea of the seriousness of the work. Therefore, each writing assignment should be designed to enhance the student's writing ability, and quizzes should cover basic writing skills.

Judging from teacher and student comments, the following methods have been effective in teaching Rhetoric 104:

- 1) a combination of discussion and lecture
- 2) a combination of questioning and lecture
- 3) the use of student's writing as models for rhetorical analysis--emphasizing the positive whenever possible
- 4) peer editing--students analyze and evaluate each other's work (see sample sheet on page)
- 5) the discussion of essays from the reader emphasizing writing problems solved, then giving the students a similar writing problem to solve

COURSE CONTENT

The following outline lists the rhetorical skills and concepts our students should know how to use at the end of Rhetoric 104:

- I Words and Meanings
 - A. Diction-words to choose and words to avoid: slang, jargon, cliché, idioms, colloquialism, wordiness
 - B. Denotation/Connotation
 1. Positive significance
 2. Perjorative significance
 - C. Dictionary and Thesaurus use
- II Phrases for Variety
 - A. Prepositional
 - B. Participial
 - C. Infinitive
 - D. Gerundive
 - E. Appositive
- III Sentence Patterns - Emphasizing completeness and variety
 - A. Simple
 - B. Compound
 - C. Complex
 - D. Compound-Complex
- IV Punctuation
 - A. Period
 - B. Question Mark
 - C. Semicolon
 - D. Colon
 - E. Comma
 - F. Dash
 - G. Parenthesis
 - H. Hyphen
 - I. Apostrophe

- V Elements of Writing
 - A. Stance - Argument
 - B. Tone
 - C. Audience
 - D. Paragraph Structure
 - 1. Topic sentence
 - 2. Support
 - 3. Concluding statement
 - E. Essay Structure
 - 1. Introductory paragraph
 - 2. Thesis statement
 - 3. Paragraphs of support
 - 4. Concluding paragraph
 - F. Methods of Transition
 - 1. Pronoun reference
 - 2. Repetition of key words
 - 3. Transitional words and phrases
 - G. Proofreading
- VI Modes of Organization
 - A. Directions - emphasizing logical sequence
 - B. Description - emphasizing concreteness
 - C. Exemplification - emphasizing support
 - D. Summarization - emphasizing conciseness
 - E. Definition - emphasizing controlling argument
 - F. Comparison/Contrast - emphasizing thoughtful expansion
 - G. Combined Modes - emphasizing appropriate response

COURSE ASSIGNMENTS

This course requires a minimum of seven in-class paragraphs and seven 2 to 5 page essays. You have the option of increasing this quantity. Additional exercises and quizzes will help the students quickly grasp the specific grammar points and also any terms you may want them to memorize. The paragraph and essay assignments should be specific, including an explanation of the problem involved in the assignment, the length of the response and the due date. The student, then, knows what to expect, and you know what criteria to use in evaluating the paper.

A student taking EOP Rhetoric 104 and 105 would write seven in-class paragraphs, fifteen essays, and a research paper. A student taking Special Options Rhetoric 105 would write five paragraphs, six essays and a research paper.

Texts

The texts used in Special Options Rhetoric 105 are non-remedial textbooks, textbooks typically found in any freshman composition class in any university. The texts used in the spring semester 1982 section were these:

Bell and Cohn: Rhetoric 3 (used for the first half of the course)

Winkler and McCuen: Rhetoric Made Plain

Rorabacher and Dunbar: Assignments in Exposition

Perceptions of Special Option Rhetoric

Current Students

Student perceptions of the 1982 spring semester section were assessed by means of student-written letters to the Director of Rhetoric, R. Baird Shuman as well as by student concern statements and a questionnaire. The letters were written about seven weeks into the course and were supposed to state student perceptions of the strengths and weaknesses of Special Options Rhetoric 105/103. The letters were assigned by the teaching assistant at the evaluator's request, and were actually sent. The letters formed the basis for 103 tutorial comments and revisions. The four letters that follow are typical letters and illustrate the variation in ability to write a formal letter.

Letter 1

R. Baird Shuman
Director of Freshman Rhetoric
Box 71
Department of English
608 S. Wright Street
Urbana, Ill. 61820

Dear, Sir

I am a student inrolled in Rhet. 105 Special Option section who happened to be a non-transfer student nor an athlete but a foreign student.

I am writing this letter in hope that you will share an idea that I have about my class. As you know, the admission policy of Special Option section is limited to athletes and transferred athletes. However, it is my personal opinion that this particular section should also be open to foreign students whose English level is higher than ESL students but lower than regular rhetoric students.

I would like also suggest that the testing system in English department is not fair for students with foreign background. It is because that foreign students are almost forced to take ESL courses without being fairly tested; not only written exams but also oral exams should be given. Thus, it is my wish inform you that

Sincerely yours,

Letter 2

Dear Dr. Shuman, my name is Randy Miller I am a Transfer Student from Long Beach City College in California. I transfer to the U of I to fearther my education and to play football. My reason for coming here was because I like people and the U of I is a good academic school.

I'm enroll in Rhet. 103 and 105 both of the Rhet. courses have helped me to become a better writer. When I first enroll I did not know how to write, it's taken me about five weeks to learn how, now I have improve my writing skill. The work I was doing was D- now I am doing about C work.

I only have one complaint. That is that I think the Rhet. teacher should take under consiteration that the freshman and transfer student don't have the same English skill as a senior or a Juniar.

Sincerely,

Letter 3

Dear Sir

My name is George Bailey and I am a new student here at the University of Illinois. I am also part of the fighting Illini football squad.

Presently I am enrolled in the freshman Rhetoric course, therefor I'm writing this letter to let you know how much I respect you for such a well organized course. This course has really help me alot. I am now able to write paragraphs and letters more effectively than I have in the past. I personally hope this course continue here at the U of I because for the incoming freshman, transfers and others who are planning to attend the U of I, this course will really help them as well as it helped me. Although this course has been very helpful theres one thing I recommend to better this course. For the incomers who are planning to take this course, warn them of the plentiful writing that is required in this course. Thank you.

Yours sincerely,

Letter 4

Dear Doctor Shuman:

I am currently enrolled as a freshman at the University and I am registered in a 103/105 Rhetoric class. I am in the college of Applied Life Studies and thinking of going into sports Medicine. College has been fun so far and I am doing fine in most of my classes. I am living at Bromley Hall and I have made reservations for campus housing next semester.

My Rhetoric class has been very helpful to me, especially the tutoring section, which has help me on my term paper. The class is a good size and everybody gets help. The books that are used are very good and easy to read and understand. My T.A. has been very patient and helpful to me. This course will help me out because I am not very skilled in english writing skills and I am also pressed for time because of the many things I do. All in all, I feel this course will benefit me in the long run and I will be able to pull off a good grade in the class.

The rhetoric class 103/105 is a very sustained class because their is much to learn and a lot to do in a relatively short period of time. My T.A. has expected much of both me and the other students in the class. Since I am not the most skilled writer, I must work hard to get good grades on my papers. The term paper I am doing is hard and takes much of my time. I'm sure I will make it through the class, and make it with a good grade.

The rhetoric class 103/105 is a good class. I hope that you will keep this course in further years. I would suggest that to improve the class, you should have more tutoring time for the student. This has been the most helpful to me and I'm sure it has helped the other students. Thank you very much for your time and have a nice day.

Sincerely yours,

About halfway into the course students were asked to give three concerns they had about Special Options Rhetoric 105 and three concerns for Special Options Rhetoric 103 in order of importance. The nine students present in class that day responded with the following concerns.

The Concerns of Nine Students for Special Options Rhetoric 105 Class

- Student 1: My first concern is whether: I will be taught how to write papers correctly.
- Student 2: My first concern is whether: I could improve my pronounceseation by using verbs, nouns, adjectives, and exc.
- Student 3: My first concern is whether: knowing if I'll be able to get out of this course with a descent grade and at the same time knowing I'll be able to write descently after I finish this course.
- Student 4: My first concern is whether: I get a good grade or not (I'm on probation).
- Student 5: My first concern is whether: the class is functioning at a good level compared to the other Rhetoric 105 courses.
- Student 6: My first concern is whether: I learn something and I actually get something out of the class besides a grade.
- Student 7: My first concern is whether: I learn how to write better. I feel that Rhetoric 105 helps me to learn more about writing and how to do research papers.
- Student 8: My first concern is whether: I can successfully pass this course.
- Student 9: My first concern is whether: me learning how to write a paper and learning the different parts of an A paper.
-
- Student 1: My second concern is whether: I will be taught some basic English, such as grammar, punctuation, etc.
- Student 2: My second concern is whether: Writing my paragraphs. I need and want to really understand how to write a perfect paragraph.
- Student 3: My second concern is whether: this course will help me later in the future.
- Student 4: My second concern is whether: is to learn more about using the English language correctly.
- Student 5: My second concern is whether: the class will be beneficial when and if I take more advanced Rhetoric.
- Student 6: My second concern is whether: We do the proper amount of work for the hours we spend in class. It seems to me that I put in several more hours than the credit that is given.

- Student 7: My second concern is whether: I also feel that Rhetoric has helped me to improve my English skill.
- Student 8: My second concern is whether: The T.A. can have enough patience to get me to be a better English student.
- Student 9: My second concern is whether: I pass the class.

- Student 1: My third concern is whether: or not the TA will bury me in homework assignments.
- Student 2: My third concern is whether: It will improve my reading habits. Reading is fun to me, but I do not read enough. I think Rhetoric 105 will help me in plenty of ways.
- Student 4: My third concern is whether: studying and being sure I have all my assignments in on time. I must really be put in alot of time with my third concern in order to attain my 1st concern.
- Student 5: My third concern is whether: I'm getting a good understanding of Rhetoric.
- Student 6: My third concern is whether: We get enough time to write a good paragraph when it will be graded.
- Student 8: My third concern is whether: The T.A. knows how much it will be appreciated if they could make you a better student.
- Student 9: My third concern is whether: I get an A or B out of the course.

- Student 1: Other concerns I have are: to be told when papers are to be graded, and spend many more hours out of class than given credit for.
- Student 4: Other concerns I have are: The amount of stupid busy work we have. We are constantly being given assignments which a third grader could do. It takes up some of my valuable time that I could be spending in other constructive areas.
- Student 6: Other concerns I have are: The restrictions about missing classes and homework assignments.
- Student 9: Other concerns I have are: I'm really doing great or whether I'm doing good.

The Concerns of Nine Students for Special Option Rhetoric 103 Tutorial

- Student 1: My first concern is whether: I will be tutored enough to help my grade average.
- Student 2: My first concern is whether: All my paragraphs and essays are all correctly. I will like to no if the commas, spelling, and other are perfectly wright.
- Student 3: My first concern is whether: I'm really improving on class work by taking time out to go to these classes.
- Student 4: My first concern is: To go so I can pick up that extra one hour credit.
- Student 5: My first concern is whether: The class is beneficial.
- Student 6: My first concern is whether: I learn something in that 40 minutes that are given.
- Student 7: My first concern is whether: Rhet. 103 helps with grammar and skill and spelling.
- Student 8: My first concern is whether: I can really recognize if the teacher looks like he/she really cares for me as a person and really wants to help me.
- Student 9: My first concern is whether: Finding out or all my work in.
-
- Student 1: My second concern is whether: The TA is genuinely concerned enough to help me.
- Student 2: My second concern is whether: My reading habits has produce better. I would really like to no if my reading is moving along quickly and faster, and I know what I am really reading.
- Student 3: My second concern is whether: My instructor will actually tell me how I stand as far as grades and whether or not I need extra help. Also what I need to do to a an "A" out of this course.
- Student 4: My second concern is: discussing my work in class in order that I may become a better Retoric student and an overall person in the category of English.
- Student 5: My second concern is whether: the class accomplishes anything.

- Student 6: My second concern is whether: I get bored very easily and I don't keep my mind on what is going on.
- Student 8: My second concern is whether: I can comprehend to any mistakes I might have made on a paper.
- Student 9: My second concern is whether: finding out the thing I do know as well as the things I don't know.
- Student 1: My third concern is whether: that I see steady improvement on my part throughout the semester.
- Student 2: My third concern is whether: If my teacher is helping me as much as she really could. By her pushing me harder I think my learning habits will increase better.
- Student 3: My third concern is whether: I'll be able to tell her how or what I think of this course.
- Student 4: My third concern is whether: or not I actually learn anything from the tutorials. This is important because it's a big waste of time to go and learn nothing.
- Student 8: My third concern is whether: I can prove to myself that I can pass this course.

A content analysis was performed on these concerns by labeling the topic mentioned in each statement and then looking for patterns for each of the three concerns for both Special Options Rhetoric 105 and 103. The results are shown in Tables 1 and 2.

Table I
Content Analysis of Student Concerns for Special Options Rhetoric 105
According to Importance and Frequency of Mention

Topic	Concern			Other	Total Frequency
	1	2	3		
Learning/improving language competence					
Basic skills for standard English usage/ mechanics		3			3
Writing-general, paragraph,/research paper	6	1	1		8
Reading			1		1
Oral pronunciation	1				1
Total	7	4	2		13
Grades					
Good grades	3		1		4
Passing grades	1	1			2
Total	4	1	1		6
Special Op. Rhet. 105 Course					
Preparation for future		1			1
Preparation for future rhetoric courses		1			1
Comparability with other Rhet. 105 courses	1				
Total	1	2			3
Assignments					
Appropriate amount			1		1
Appropriate amount for credit given		1		1	2
Appropriate time for in-class assignment			1		1
Knowledge of assignments to be graded				1	1
Busy work, age appropriate				1	1
On time/missed restrictions				1	1
Total		1	2	4	7
Teaching Assistant					
Patience		1			1
Student appreciation awareness			1		1
Total		1	1		2
Evaluation					
Truthful/informative				1	1
Self-discipline					
Studying/on time assignments			1		1
Total			1		1

Table 2
Content Analysis of Sp. Op. Rhetoric 103 Student Concerns
According to Importance and Frequency of Mention

Topics	Concerns			Total Frequency
	1	2	3	
Tutoring Time				
Adequacy for passing/improving grades	1			1
Adequacy of 40 minutes for learning	1			1
Cost efficiency--tutorial time vs. 105 class improvement	1		1	2
Total	3		1	4
Teaching Assistant				
Concern for student/really wants to help	1	1		2
Available help for reading improvement		1		1
Available help for skills-grammar, spelling	1			1
Challenges for student for better learning habits			1	1
Total	2	2	1	5
Feedback				
About paragraph/essay correctness-mechanics	1			1
About student status to assignment requirements	1			1
About actual grade status		1		1
About need for extra help		1		1
About how to get an A in Sp. Op. Rhet. 105		1		1
About how to improve in Rhetoric/English language		1		1
About what student knows and doesn't know		1		1
Possibility of honest 103 evaluation by students			1	1
Total	2	5	1	8
Attendance				
Enough to get extra one hour credit	1			1
Total	1		1	1
Sp. Op. Rhet. 103				
Can it accomplish anything		1		1
Will it be boring or keep attention		1		1
Availability of one-to-one special help			1	1
Total		2	1	3
Student Awareness/Understanding/Self-concept				
of steady improvement throughout semester			1	1
proof of ability to pass the course			1	1
comprehension of errors made		1		1
Total		1	2	3

Near the end of the course students were given a questionnaire with a five point scale to assess how they felt about the course. The results are shown in Tables 3 and 4.

Table 3
Rank Ordered Mean Average of Student Responses to
Before and After This Class With Mean Gain

	Before	After	Gain
I believed I could organize my ideas clearly.	2.86	3.57	+.71
I thought I developed my ideas adequately.	3.14	3.71	+.57
I thought I was a competent writer.	3.00	3.43	+.43
I had confidence in my ability to say something worth reading.	3.14	3.57	+.43
I thought I could spell and punctuate acceptably.	2.71	3.14	+.43
I thought I used words carefully and precisely.	3.00	3.43	+.43
I regarded writing as a way of straightening out my own thinking.	3.00	3.29	+.29
I often revised what I had written before I considered it finished.	3.57	3.86	+.29
I liked to write.	3.29	3.57	+.28
I believed my vocabulary was adequate to my needs.	3.43	3.71	+.28
I thought my teachers were only interested in finding errors in what I wrote.	2.43	2.71	+.28
I understood that many people react emotionally to language choices different from their own.	3.43	3.66	+.23
I found essay tests frightening.	2.71	2.86	+.15
I usually proofread my final copy and made the necessary mechanical changes.	3.71	3.86	+.15
I worried about the "correctness" of my writing.	4.57	4.57	.00
I varied what I wrote according to the needs of my audience.	3.57	3.57	.00
I was sure I could recognize "good writing."	3.29	3.29	.00
When I tried to write something, I had trouble getting started.	3.71	3.71	.00
I believed teachers cared more about what I said than how I said it.	3.50	3.14	-.36
I had trouble finding support for my ideas.	3.43	3.29	-.14

Table 4

Rank Ordered Mean	Average of Student Responses for <u>In This Class Statements</u>
I had enough opportunity to write outside of class.	4.14
Class discussions helped to stimulate my thinking.	4.00
I usually understood what the teacher was talking about.	4.00
The responses I received to my writing helped me in making revisions.	4.00
I understood the teacher's comments about my writing.	3.88
Class exercises were directly related to writing problems.	3.86
The teacher encouraged students to express their own views even though the teacher disagreed with them.	3.86
Everybody in the class was encouraged to participate in the discussions.	3.71
Class discussions gave me ideas for my writing.	3.71
I understood the purpose of the assignments.	3.71
I had enough opportunity to write in class.	3.71
The teacher encouraged students to ask questions.	3.57
The responses I received to my writing helped me in the next assignment.	3.57
The teacher's comments on my writing were positive and supportive.	3.29
The teacher's evaluation of my writing seemed fair.	3.29
The teacher was available for consultation when I needed help.	3.29
The teacher seemed to value me as a person.	3.29

Table 4 (cont'd)

The teacher welcomed student suggestions for activities, assignments, and projects.	3.14
When tests were returned, students were given a chance to ask questions and understand what acceptable answers should have been.	3.14
The teacher returned my assignments within a reasonable length of time.	3.14
The teacher sometimes appeared bored.	3.11
Test questions were related to what had been emphasized in the class.	3.00
The teacher seemed more interested in some students than in others.	3.00
The teacher explained the basis on which grades were given or evaluations made.	2.71
The teacher sometimes ridiculed student comments or student writing.	2.71
Even though the teacher criticized my writing, it was always treated with respect.	2.71
I had enough opportunity to write about my own interests.	2.57
I believed I was writing only for the teacher.	2.57
I had opportunities to write for various audiences.	2.57
I thought my creativity was being suppressed.	2.43
The teacher sometimes wrote with the class and students had an opportunity to discuss the teacher's writing.	2.29
Comments made by other members of the class helped me in my writing.	2.29
What I wrote was frequently shared with other members of the class.	1.86
I had opportunities to work in small groups in revising and editing what group members had written.	1.57

Former Students 1980

An Engineering Student: I think the teacher did a good job, but a lot has to do with the student wanting to get "into" the course. The course seemed like for football players--most of them weren't too serious--boisterous football players. Getting across the seriousness is the most important thing for Special Options. I don't like to write papers much yet, but if I have to I can. I've written two papers and did okay--got C grades on them. I don't feel they spend enough time on paragraphs in Special Options. The teacher had to rush into the essay.

A Football Player: It was all right--really. I got hurt in football season and missed a lot--had to rush and get in my work. I didn't get "into it." I really did learn something though. It did help. I write letters to my girlfriend--it helped me on composition. I used to just throw words together. I have a couple of papers due now and I have more self-confidence. I don't have to rely on the tutors as much. Now I can plan it myself--I'm more self-reliant now. I used to think of something--any old thing and write it down or copy out of a book. The way we did it in there was pretty good--the tutor--met with her--pretty effective, a teacher by ourselves. We cleared up stuff. And in between, the homework assignments.

Another Student: It made no difference at all for me. All we did was write papers but weren't taught the techniques. You can't learn to write by just writing a lot. It didn't help much with grammar. I thought it was superficial. I think the course should start out with basic grammar before writing. I think it should be made two required courses--grammar plus writing. Many had trouble with the course because they have problems in grammar and writing.

Another Football Player: I thought it was a nice course. It helps you understand how to write a paper and do research. My writing is better than it was--it improved. But I couldn't learn enough in one semester--it is not really in mind--they push you too fast. I have had papers to do in psychology, Black History, and Speech Communication--I still always have my papers checked over by my tutor. They need to do more about reading in the course. A paper may be an A paper, but if you misunderstand reading the assignment, then you get a low grade. When I first came I was playing on the football team. Now my goals have changed. Now I'm in Business Administration. Now I am more responsible academically. Now I want a degree. Then I didn't. At first I was told to just hang in. It is hard for me to maintain a 3.00 now, but I want to go beyond 3.00. Once I had a ten page paper. I did four papers since then. My study habits are better now. Now I know I can do ten pages and "get into it" but still get help from the tutor if I need it.

A Non-Athlete: I thought it was pretty good. The tutorial was pretty good--one on one. It made a big difference. My grades would have been lower. I get solid Bs and I have self-confidence. In my class only two out of fifteen were not sports people. Some of the athletes didn't take it seriously and didn't get good grades. They'd come in with papers half-written, scribbly--they didn't think the class applied to what they were doing. The other non-athlete and I got good grades. I got a B.

Former Teaching Assistants

1. The problem is that is only one semester. Obviously we are dealing with kids who need two semesters. It is better to put kids in this class than in regular Rhetoric 105. The athletes have a right to an education.

The TAs have to worry about passing students--the student athletes schedule and arranging your class to fit the course requirements and the sports calendar. "I have a Friday game and I won't be there." More hassles! TAs are more empathetic with athletes now but are torn between hurting the students' sports careers and hurting the students' academic future. We have to play God. There is an ethic issue. Should students be allowed to get a degree without the mental capability?

2. Special Options is an experiment--so probably they will go to more than one semester. I think it is a great idea but I think it is not as effective as it could be if more than one semester. A dismal writer can only improve so much in one semester, especially if he is playing football and has three other classes, too. The whole special admit idea is not a good idea on such a small scale. It needs to be expanded tenfold. A student should come in on a four, five, or six year program, depending on his skills. The University is being completely irresponsible in the few specially disadvantaged students it accepts. Right now the University admits the upper crust of minorities, except for athletes. It's stupid. There are thousands and thousands of low income students who could get a degree here if they had a year of preparation. There should be an explicitly stated five year special admit program where students have the first year to adjust and take introductory preparatory courses but with the usual high standards applied. It will never happen--money. And the Alumni wouldn't like it. They don't view the U of I as non-elite.

A Former EOP and Sp. Op. Teaching Assistant

Special Options should be a two semester course--there's too much to cover in sixteen weeks. You have to teach about sentences, paragraphs, essay style and the research paper simultaneously. But people did improve. I feel Special Options was something stuck on to the composition curriculum--it was not thought out. Attendance was a problem. I would have people missing eight or nine classes in a semester on Fridays--remember there are only thirteen weeks of actual teaching. One of my former Special Options students is now doing free lance work for the Daily Illini--he's good. He had potential but never a course that went about teaching writing systematically. I enjoyed teaching the Special Option course--it was challenging--different. But there is much more work for the TA. The pace was so fast that I felt like giving everything a lick and a promise. In EOP Rhetoric there is a standing offer for students who get a C grade or lower to rewrite the paper, but in Special Options there is no time for this rewriting. In EOP the students' diction and grammar was not bad, but it is a big problem in Special Options. The Athletic Department tutor tries to patch up their papers--they work with them too much on essays and writing. They should have worked with them on diction, grammar, usage, mechanics--but the goal is to get them through the 105 course come hell or high water. There's the problem here at the University of prejudice against athletes--that they are stupid, won't do the work. In my class most of them did work. The whole system works against the football player.

A Former EOP and Special Option 103 Tutorial Teaching Assistant

The main problem for a Special Options 103 TA is attendance and the paper requirements. In EOP courses there are strict requirements on due

dates--a grade is deducted for late papers, but in Special Options this is not so because the Athletic Association gives the athletes four excused absences. When they are absent so much, I couldn't work with them. I could give them an Unsatisfactory grade but I couldn't discuss anything with them when they did come because no papers were done. It was hard to build momentum. If students don't show up, there is no penalty, numerically, only a U or S, so most don't take the tutorial seriously. Communication breaks down because goals are different--I can't reach them. They've been coddled before and now as athletes. Other students have to work with the tutor and 105 teacher only--but these athletes have another tutor who may help too much. If a student came to every tutorial and class and was very serious about the work and had the quality of time--I mean rested--they work eight hours a day, a full time job--their minds are not rested--and they do need a social life--so there's no serious effort. Human nature as it is, they cut tutorials and some athletic association tutors doctor up their papers. It grates on me because when I work with EOP students and see the progress they make because there is no other tutor to work with and they have the quality of time--when I think about it. The other tutors helping the athletes and the athletes letting them do as much as possible (cause the tutor's job is to help them get through the system)--well, it's a problem of ethics. Also--the Special Options 103 is a total waste of University money. If a tutor waits and no one shows up--it is very frustrating and sets up a bad relationship between tutor and student. When the student does come, precious minutes are spent talking about discipline and when we'll meet again and why he didn't come. I can tutor and counsel

them until I'm blue in the face but there will be no real improvement if there's no support from the Athletic Association.

A Current Special Option Teaching Assistant

My major gripe is that the students are not ready for the Rhetoric 105 level. Obviously they didn't come in at the same level as typical U of I freshmen. The University knows this when athletes are recruited--they tell them "Come here, come to this school," and then they close their eyes to the admission policy. But you can't take these students and expect them to do the same work as regular 105 even with the tutorial. I feel the Special Options students need a full year of remedial courses. How can I start with the sentence level and get them comfortable with that, comfortable with paragraphs, and the essay, all in thirteen teaching weeks? We lie to these students when we tell them they'll be writing proficiently at the end of Special Options Rhetoric. We are cheating them. If I apply the writing and grading requirements of 105 these students will fail. Why should they be made to fail? If they started in Rhetoric 104 for a year and then took 105, then they'd feel like they were progressing up rather than failing 105 several times like many do. The Handbook tells TAs "If they don't come up to par you won't be able to pass them." It is really telling the TA "Don't expect any miracle." Then it says, "Motivate them, but, if you have to, give them a low D or F." My peer advisor said I should spend four weeks only on the text Rhetoric 3. This is the seventh week of class, and I am still on it. I did not get through it in four weeks. Technically we are doing essays now. I won't get to Argumentation. The students find writing not enjoyable--hard--painful. I don't blame them.

Writing isn't easy--comfortable. They haven't gotten comfortable with the paragraph--if they had sixteen weeks with the paragraph I could get them comfortable and confident with the paragraph. I feel uncomfortable teaching this--I had no background in rhetoric--I have no background in teaching the kind of stuff expected in here. I had knowing that but not knowing how. I can't anticipate problems.

The Special Options Director

I have Special Options staffing problems. No one wants to teach it. It is much harder to teach--there are more frustrations: more discipline problems; poor attendance; motivating students; the students are as good or bright to begin with (we don't know the ACT scores for some of the Junior College transfers but we suspect they are low--others are fifteen or below); they must try to do an impossible task in one semester--the futility of it all; the knowledge that they as teachers will fail--failing themselves, failing the student and caught in the middle of conflicting demands--the English Department teaches demands versus realities; some don't like athletes--they prefer minority students to athletes. The minority students are equated with social equality injustices but with athletes that's not the case. They are equated with special privileges and cheating in the system; I won't use some qualified TAs because of their athletic attitude. Some TAs are not trained in grammar--they don't like it. I taught a weird class last semester--part EOP and part Special Options. I liked it--it was fun to teach. I'd consider teaching a Special Options class again in the fall semester because there's an interesting research problem to explore. My thesis is that one can write and be taught if he has something to say.

But I am frustrated because the class would have to be a bona fide regular Rhetoric 105, and I'd have no freedom to explore the thesis--the research paper would get in the way. I could if I had two semesters.

An Undergrad Reference Librarian

Special Options is a program under fire from people in the University. In December the director didn't know if there would be a Special Options course this spring or who would teach it. When I gave the TA orientation on January 14, it wasn't determined yet who would teach the class which would begin six days later! The present TA was being considered because the TA who had been planned on to teach it suddenly left to teach elsewhere. I think Special Options is a real interesting program. I think these students are my favorite to work with. I could never understand why some TAs don't want to teach them--if I were a TA, I'd want to teach them. They are so unpretentious. They have a lack of sophistication--they have the least amount of library skills, so it is rewarding every time they find something they are interested in and are successful. Today several came by--one especially, James Webb, he wears diamond earrings--a dresser--a man about campus--high self-confidence in comparison to some--James came by with his rough draft of his research paper and wanted some help. I have a close relationship with these students and it carries on from semester to semester. I think James' research skills are sophisticated and far outstrip his composition and reading skills. It will be interesting to see his paper--his topic is the Effects of TV Advertising for Food on Children and Their Desire to Have These Foods. The Special Option people feel a sense of accomplishment, success. I have seen an increase of these this semester.

For example, when I looked at James' bibliography cards, I noticed he didn't use the Readers Guide but Psychological Abstracts. Also, last month I went to the main library and saw about fifteen Special Option and EOP students using the main catalogue in the Reference room. They are learning how to identify appropriate materials in many different environments--learning the thought processes, learning how to learn. Last week a Special Options student taking another class came to my desk--confident--with three other classmates and told them, "She'll help us." They transfer the research skills and attitudes from Special Option Rhetoric 105 to the library as an information source. They are changing research and library attitudes.

The College of Education Dean

Special Options Rhetoric? There is a University policy and an Illinois Board of Higher Education policy against remedial courses and this smacks of it--but it uses the same textbooks as the regular rhetoric course. I think it is very good as long as the University admits Special Admit students. But I think Admission leaves something to be desired with ACT scores of 15 or less. They're going to have problems--the University should provide funds and facilities to see that they can succeed. At the end of the sophomore or junior year these students should retake the ACT test to see if the scores are up. A check. The Special Options people could track down people and retest--it's alright to do internal research--a sample--retest for concrete evidence. We have some athletic students taking education courses, but we have a 3.5 grade requirement. If you go on probation, you need a 3.7 to get off--we have a policy here to protect against athletes. We are working with different tutorials, but they do

have to get the average up. They can enroll, but the 3.5 affects anybody in teacher training here and at five other colleges. There is a concern by some for the high cut-off for probation issue and the question of when remediation is not an is remediation. The big issue facing the University is if you have special admissions, you do have special obligations.

The Chancellor

I know about Special Option Rhetoric only indirectly since I was Dean of the Law School and not involved in undergraduate courses before. There are two perspectives about Special Option Rhetoric: 1) a University like Illinois has no business doing remedial work--our standards are high. You could take a purist position--sink or swim--it is defensible. The University for a long time has not taken that position. But a course with a tutorial does raise questions. 2) Only a small percentage of U of I students are in Special Options Rhetoric and the University does have a commitment to Special Admit students, equal opportunity, the handicapped. Not all need courses like this, but some do. If we are going to admit blue chip athletes--some are not good students and most of these are in the major revenue producing sports and tend to be from a minority population--if we are not going to give them help, we are asking them to do the impossible. They'll sink. Since the University has Special Admit students, the University has an obligation to meet their problems. They have motivation (the most important) and academic problems. Many have vast potential, never realized. The whole problem is exasperated by the steady rise in academic ability in our regular students. The U of I stands at the apex of the state higher education system and it's increasingly difficult to get in. The quality

of the regular student is increasing but the quality of the Special Admit student is flat, and this creates a problem--the discrepancy is greater now. If in this milieu we put Special Options. We haven't given it as much support, resources, time, personnel as it needs. Most agree we need an EOP program for minorities--we could let marginal students go to community colleges. The Blacks and Chicanos could go there, but blue chip athletes can't go. There is an obligation not to exploit them--to let them do athletics and also educate them. The crucial years are the beginning years when reading and writing skills are down. We need to help them but many of our efforts are in reverse order. The best students don't need help but the below average students need help. How? Time? We aren't giving enough resources--we need to give more--more personnel. The only answer, to be honest, is--I don't know. The commitment is still there (as for EOP) but there is no money. We are cutting back 4.5 billion dollars. There are no dollars in the short run but over the long run my hope is we can do something. Maybe we could through the Athletic Association as a separate corporation.

Another Administrator

As far as the amount of time given to the Special Options course--the Head of the English Department is upset about providing for athletes--he doesn't want to give money, so there's no support for a two semester program. The department is saying, "We are treating them special."

An Administrative Aide

The perception of some people--that athletes are the only ones who have special needs--is inaccurate. There is a rather large number of

students who need this special rhetoric and also special math and other courses. There are not many enrolled in Special Options Rhetoric this year perhaps because the announcement went out late and maybe students had their enrollment already planned. There may be a stigma attached to being in a class for students not quite as bright as others. The athletes have Terry Cole pushing them in, other kids don't have. Special Options Rhetoric is rather recent--there are advisors who don't know much about it. Also many people think this program is inappropriate for the University. But that is a purist, naive, attitude. The political forces and pressures from legislature, and social pressures--affirmative action--all say there is a special place for special categories here and at other institutions. If the purpose of the University is to educate people and it greatly approves or values this notion, one of our greatest challenges is to take at least a small number of those who wouldn't get in and see them through--even if they don't graduate. To some extent they are provided for, there is a commitment, but not enough though. The English Department, I think, suffered more budget cuts and more are down the road. Because of other cuts--they can no longer provide money. Earlier some money was provided by the University but now that is not enough. That is one thing--no more support out of the English Department. I think as long as the Board of Trustees policy is saying ten percent are to be admitted in special categories, then we must have special remedial courses to help them along.

A Graduate College Dean

We need Special Options Rhetoric because rhetoric is required and many of our folk are admitted under the special admit categories. This is

particularly true of minority athletes. Some of our athletes have ACT composites of below 10 yet the average composite ACT score is 31 in Commerce and 33 in Engineering. We have recently increased our recruitment of minority college athletes from California--they are poor in reading and writing skills. Without Special Options Rhetoric, they can't last. The recruitment from California is likely to go on since we've increased our football victories. The California weather is good all year and they can spend all year perfecting their athletic skills and can get into a California Junior College easily. But they don't study--they take irrelevant courses like Backpacking. If we want to be competitive in the Big Ten, we must recruit these skilled athletes. The Department of English is caught between a rock and a hard place. They are trying to maintain standards. The Head of the Department really, really doesn't make any special provisions. According to NCAA policy, you can't make special funding arrangements for training of athletes--they are supposed to be blended in and not set aside. This is not realistic. These Special Option courses we have proposed, since they were already in place, be part of the program for the academically handicapped. EOP doesn't want anything to do with athletes though. EOP composites have risen from 15 and 16 to 19, 20, 21, 22. In a state with Spanish and Blacks, a flagship University can be unrepresentative of the state representative only of white middle class suburbs. What kind of student body do we want here? The pot boiling now is the attrition rate of minority athletes the academic attrition of minority students--they are being kicked out. The institution is responsible--they advised them to take courses leading to a degree. The point is, unless we can change something in the curriculum and accommodate academically deficient athletes,

usually minority, something will give. They won't come here if they know the U of I won't help them graduate. Director of Athletics Neal Stoner and Coach White are both saying "We need a program." When we look at the big picture and look at Special Options Rhetoric, there is not much faculty opinion favoring Special Options anything. There is an emphasis on an Academic elite--some of these people would like to see the top one percent of the students--the ones who now go to Princeton, Stanford, and Northwestern, come here. At best we're giving lip service to student athletes. The big public statement of the University is that it has never had any "remedial" courses--that it must maintain a proper image.

A Current Special Option Rhetoric Minority Athlete

I think it's a good program if you're not advanced in composition. It gives you a chance to feel your way through--if you're having problems and don't have a complete understanding. I am getting a better understanding--I am getting better every week. I am happy with things as they are. I think the research paper will be interesting and informative. I looked at the New York Times yesterday--I had never seen it before--it's amazing! All those accurate facts there! I am trying to research Jackie Robinson Breaking the Color Barrier.

Observations from the Evaluator

The pretty young teaching assistant came into the Special Options Rhetoric 105 classroom at 9:25 AM, Thursday, looking like a high school girl--long, straight hair, dressed in appropriate but "in" clothes, loaded with textbooks, notebooks and folders. A very tall, slim girl got out of her desk and met her at the teacher's desk.

Girl: Is my tutorial at 10:20 or 10:40?

Teacher: 10:40.

Girl: I thought it was at 10:20!

Teacher: We've been over that before.

Girl: Was it on Wednesday?

Teacher: (Shakes head affirmatively) You never left me a note.

Girl: I know--I'm sorry.

(They reschedule a new time and a new day)

Girl: 10:40, 10:20, 10:00--I better write this one down.

And I finally have my excuse papers from the doctor and coach.

Girl: (to evaluator) I'm way behind on everything. My problem now is that I'm behind--I've gone to games and I've been missing classes. I'm having trouble staying on top of my required assignments. Today between now and 1:30 p.m. I need to contact all my TAs and get assignments--then I leave and fly to Kentucky. I come back late Sunday p.m.--then I face whatever on Monday.

Class begins (Week 5, March 4, 1982) 9:30 a.m.

Nine students present.

- o The teacher begins by telling students that next Friday is the last day to drop the course--that some may want to talk to her about dropping because of so many missed essays or not doing well at the beginning of the course.
- o The students hand in note cards and a library assignment.

- o The teacher tells them their research paper outlines are due next Friday.
- o A student raises his hand and says to her: "I thought my tutorial last Monday was in the library." The teacher replies: "It was in my office."
- o Two more students arrive.
- o Teacher tells them to turn to page 104 in Rhetoric 3 on transitions and begin reading and filling in the transitions appropriate in the blanks for a poem and paragraph. The students answer when called on to supply the missing word--but answer incorrectly. They do not answer correctly--answering I instead of also or after instead of soon resulting in sentences that are fragments or stylistically unacceptable or nonsensical. "See page 98 for the list of transitions under time." "See what happens if you have: After she gave birth to five hounds. It is incomplete--not a complete thought--you wonder then what happens. You need to use Soon she gave birth to five hounds."
- o Teacher continues asking for answers, explaining why the answers given are wrong, what the answer should be. The students do not understand the relationship words needed to relate one sentence to another for coherence and cohesion. A big problem: They say furthermore instead of the first reason is, and since instead of therefore, or first instead of another reason. Students can't recognize when the author is enumerating or giving causes, sequencing or contrasting. They fill in with the word example instead of

For example. Clearly these students are unfamiliar with the signposting done in formal written expression. (But maybe they can use them appropriately if they are producing the paragraph?)

- o There are now 11 students in class but only five have the textbook.
- o Teacher asks a student to answer a question but he has no paper, so she asks, "Did you forget to do it?" He says, "I did it but forgot my paper," and fills in the answer impromptu--and incorrectly.
- o Teacher tells students to write an in class paragraph using as many formal logical connector transitions as they can, underlining them and in parentheses putting in the relationship for the chosen connector such as therefore (result) or furthermore (addition).
(It is now 10:05)
- o Two students are at the teacher's desk, talking to her.
- o The teacher reminds students to write on every other line for the paragraph.
- o The teacher comes over to me and talks, saying:

I'm doing all the work in-class now because of the athletic tutors doing their work for them and to see that it gets done. They don't do their homework--they come unprepared. I can't fail them--the EOP-Special Options director won't let me. I was surprised that they used transitions incorrectly and at the little space given to transitions in the text. The students do not make use of clues in the text explanation and exercises like therefore (result). They use for example correctly in speech but then want to use example in writing. They think writing is a new language and are confused.

- o Teacher says "Finish up now--you have three minutes left."
- o A boy asks if he can recopy his messy, scribbly paragraph, but she tells him there is no time.
- o Teacher puts an old assignment on blackboard as a reminder:

For Tuesday: Rhetoric 3, Chapter 5--do exercise 1.

Rhetoric Made Plain: Chapter 3--exercises
3, 4, 5, 6.

- o Teacher tells class as they leave. "From now on we'll be writing essays and the chapters explain how to do it easily."
- o We all leave.

(One week later--results of the first in-class essay. A descriptive essay with a thesis sentence underlined and including introductory, middle, and concluding paragraphs. Here are two typical students'.)

Shining Cutlass

My cutlass is very dependable, because it drives great, has shining paint, and gets gas saving mileage.

It is known that man favorite his love ones. Well my cutlass surpreme is the only thing in life I love. This car do plenty of things for me, what people just can't do. It drives as though I was walking on air. The paint shines like the stars of the knight. That black and burgandy, be flashing off the sun, as though it were gold, and that warms my heart. The most of all it saves me money. This car can drive 50 miles, and only burn one gallon of gas. That really saves money. Therefore I do not need some-one else to take care of, but my cutlass surpreme.

My First Car

When I started going to college I had a transportation problem, I know riding the bus was not the best thing for me. I decided to buy a car which cause me more trouble in the first two week than I had predicted.

Well first of all I bought the car for my brother he told me it was tip top shape. I had driven the car before it all way seen to run well when he own it. The second day I had the car I had a flat, that was only the beginning of my headache, every time one thing get fix a nother thing would break.

The first week of problem had ended and I thought maybe there would be no more problem but I was wrong it seem like the car had a mind of it's own it seem like the car stay in the shop as if the shop were it's home.

The car became a (unfinished)

(an essay by a better Sp. Op. student one month later)

The G. Q. Man, Code Name, Buffy

This person is tall, very tall, in fact taller than a California Redwood. He is blond haired, blue eyed, and has a size 15 boot. The man is thin, so thin that he has to run around in the shower to get wet. He is extremely wimpy and is a mama's boy. He wears the latest fashions of the 30's and makes a punk rocker look like a gentleman. Undoubtedly, this is the person you have heard so nothing about and who could be no one other than, the G. Q. man, the fool of our time and an idiot of his time.

Now the G. Q. man usually goes by the code name Buffy so as not to attract attention. He is a mutant; this is the type of person who lives, sleeps, and studies in his room, never leaving, except for the vital things he needs to sustain his existence. This boy is a mama's boy, calling her up every night and day so as to get permission to eat, sleep, or breath. He doesn't eat or sleep much, but he studies much, more than the entire school combined, but he still fails his classes. His eyes are sunken in and looks like a quala bear, only uglier. His chest is so sunken in that it puts sunken treasure to shame. At least the boy has some uniqueness to him in his personality.

G. Q. man is known for his clothes and prejudices. Buffy has the latest stay-prest dad n lad, and Fanah style pants on the market. All his shirts have the colors that aren't naturally found in nature. His shoes came directly from the cookie factory and his cologne right from Raid. He is a very biased man who believes in the Arian race as the ultimate race, after all, Hitler is his uncle. He hates and distrusts everyone but himself, he loves this guy and wants to be a doctor when he grows up.

Now the G. Q. man is on a mission and doesn't want to be disturbed now, so I can't show you to him, but I will leave you with these final thoughts, you don't want to see him. If you do get to ever know him, I guess he's not that bad of a guy. In fact he has a future, he thinks ahead; if he fails out of school, he is going to be a Gigalo in California. I wish him good luck and have a happy good time.

Observation Notes from Thursday, April 15, 1982 from three Rhetoric 105
Classes: EOP Rhetoric 105, Special Options Rhetoric 105, Regular Rhetoric 105

EOP Rhetoric 105:

The research paper has been turned in--a week ago each student gave an oral report to the class based on his research paper. The report began with the thesis statement of the research paper. The class has one more major paper to write this semester, a literary essay. The class is assigned Franz Kafka's short stories Metamorphosis and Rene Decartes as preparation for the literary essay. Today's discussion is a review of an earlier discussion on 1200 years of history drawing parallels between thought and music: Thought: Unity fragmentation

Music: Consonance dissonance

and discussing the characteristic, leading figures and literary works of the Middle Ages, Renaissance, Age of Reason and Baroque and Modern periods. Descartes is discussed as a seeming unifier but actual fragmenter because of multi systems. The instructor plays musical recordings to exemplify the characteristic of each age. Kafka is discussed as an exemplar of modern age nihilism, anxiety, neurosis, fragmentation, and dissonance. The students are to read Kafka over the weekend, read an essay by Alan Toffler from their textbook and write their own conclusion.

The class is attentive and interested throughout the class period. The tone in this class is much different from Special Options. The teacher is self-assured, expects attention and quality--and gets them both. The class has eleven students--nine minority and three non-minority students. All were listening intently.

Special Options Rhetoric 105:

The instructor begins by asking if why a student didn't appear on Tuesdays' tutorial--the student hangs his head and says he forgot. Then the instructor asks if everyone read the assigned chapter in the textbook. Heads shake "no." Only five students brought textbooks. The assigned chapter is on noun clusters; students are given exercises to do--correcting noun cluster errors--giving the answers orally. Errors such as saying in a paper: The main point is; I think, I feel, I believe that, There are those people who; Students are reminded that research papers were due the previous Tuesday.

After this set of error exercises another set of exercises is handed to the eleven students present (three had arrived late--one was ten minutes late). The second set is on being specific--students are to correct the vague, non-precise word, substituting one that gives a better picture. Students do not understand the directions on the sheet or their task and answer nice and sweet instead of tall and thin. Their answers are based on truth statements--not according to specificity. For them, Howard Cosell is a big mouth is fine. It is true, so okay.

The instructor then moves on to discussing active voice. No reasons are given students for the significance of doing error correction--the significance statements for the readers, the communicative act, are missing for the exercise sheets. The exercises are also out of context--isolated--on a micro level. The students cannot change passive sentences to active--it is too abstract? The tone of this class is very different from EOP 105.

Then she goes to the text, discussing the seven purposes--ways of developing a thesis--especially cause and effect--recognizing the author's

purpose, suiting the method of development to a thesis. Students do not understand cause and effect. Students go to the board to do categorization exercises and the bases for division of a category. Students are bored--they are not paying attention, are talking and laughing among themselves. The class seems disjointed and unconnected.

Regular Rhetoric 105

The research papers are due today--the instructor asks students to pass them up to her in a special envelope. Then she asks students to tell her what things she should keep in mind as she grades them--what their concerns are as far as her response to their papers as she evaluates them this next weekend. She reminds them of the requirements for a certain amount of information and using a certain amount of books and journals.

She then tells them she has graded a few early papers and found some areas of concern: clearly stating the thesis and developing it, length, introductions, not going back to the thesis in the conclusion, footnoting, note cards.

She then moves to having students sign up on the board for an oral presentation to the class--a presentation about composition--some chapter from one of the three assigned textbooks they present.

Next she has students get their folders from her desk and look through it, putting all the required essays and revisions in order alphabetically looking at previous grades, noting any missing assignments in order to get it in to her by that weekend. All students have their textbooks with them.

Each essay is enclosed in a special folder with a score sheet attached (also true for research paper) for grades and teacher comments. Very

formal--very different from what I observed in Special Options Rhetoric 105. The teacher reminds them they must each have 30 pages of writing.

She goes on to explain the procedure and requirements for their oral presentation. They will discuss a model essay as an exemplar of organization of a certain type, style, tone, etc. Each student has a reactor who reacts and evaluates along with the teacher. The reactor reads the same assignment as the presenter. Each student gets 8 minutes to present and 2 minutes for discussion.

She assigns them to read about critical essays in their text, since their final essay will be a critical essay.

The observation notes make clear that there are a few similarities and many differences for the three rhetoric 105 classes. All had assigned research papers to be turned in by April 15. The EOP students had turned theirs in by April 8 and had given an oral report on it, the regular 105 class turned their research papers in on the 15th, each student turned one in formally. The Special Option students were to turn one in on April 13th. It was not clear how many actually did but my feeling is that many did not. Of those that did--many were unacceptable and had huge problems, according to the instructor. Each class had a final major essay due yet before the end of the semester. EOP was doing a literary essay, Regular 105 was doing a critical essay, Special Options was doing a cause-effect essay.

There were many differences between Special Options and the other two 105 classes. The instructors were working on a higher level--a rhetorical level in EOP and regular 105 classes but on a low, micro level in Special Options much of the time. In EOP and regular 105 students had textbooks with them in class, were attentive, up to date with assignments generally, serious

about the class. Reading and oral presentations were emphasized as well as writing--the readings were not just explanatory chapters in a text but also model essays and peer essays. Revisions were required and peer evaluation stressed. In Special Options an attempt was made to be on a rhetorical level, but not much time devoted to it--more was spent on exercises. Many in the class did not bring textbooks to class, they didn't read assigned chapters--the exercises were read orally in class, all essays and paragraphs were done in-class after the first few assignments, and the "essays" were often a page or less long. The quantity of pages written was less than the other two classes. Much of the time the class was attentive and interested, but not always. They often did not understand the lesson for the day.

Alternative Program Models for Marginal Students in Rhetoric

University of Michigan

The University of Michigan has a new University wide composition program that has a tutorial component for marginal students. All students are given a writing sample assessment--an essay--for placement. Full-time lecturers are used to teach the tutorial--all experienced composition teachers. Students are not allowed into the regular introductory rhetoric class until certified by the Composition Board. They may take one seven week tutorial class, two seven week tutorial classes or two tutorial classes in addition to continuing tutorial work in the writing workshop. Part of the tutorial class is large class, part on a one to one basis--a total of three hours a week. Students write every day, receive a response to their writing every day. At the end of the tutorial an assessment paper

is written and evaluated by two ECB lecturers who have not tutored the student. The writing workshop is open all day long for walk-ins or scheduled talks of 30 minutes or more. Sixteen students are in a tutorial class. The University requires an upperlevel writing course on the junior or senior level. There is an ongoing research program to assess all the components of the writing program, especially assessment. The University emphasizes writing across the curriculum and involves all colleges and departments in the writing program, requiring each domain to specify the writing characteristics needed for successful written communication in that domain.

College of Literature, Science and the Arts Composition Program at the U. of Michigan

All students entering the College for the first time must compose an essay before registering for their classes. According to competence demonstrated in this writing sample, students are placed in one of three categories:

Tutorial: A two-to-four credit tutorial, offered by the English Composition Board (ECB), which must be taken in the first semester after matriculation; the tutorial course precedes the Introductory Composition course taught in the English Department.

Introductory Composition: A four credit writing course, taught in the English Department, which must be taken in one of the first two semesters after matriculation.

Exempted: No introductory composition requirement to fulfill before the upper-level writing course or program.

A writing course or program must be completed by all students, usually in their area of concentration, after their sophomore year.

Introductory Composition and upper-level writing courses are supplemented by a Writing Workshop staffed by the ECB and available to all students.

The Ohio State Writing Workshop Program

Ohio State University has an open admissions policy resulting in about 2,000 of the 8,000 in a freshman class being given preparatory classes before the regular 110 Freshman Composition class. All students are placed in composition classes based on ACT test scores and a writing sample--an essay which is read holistically by two raters. There are four placement levels: Students with an ACT English score of ten and poor scores on the writing sample are placed in level four, the lowest level course. In this class Unity, Coherence, Development, and Audience Awareness are stressed--not Mechanics and Grammar. Students with an ACT score between fifteen and ten and a poor writing sample score are placed in level three courses for one or two courses at this level, depending on need. At this level the same basic rhetorical concerns are stressed as in the level four course, with the addition of some mechanics and grammar and an introduction to the essay. Classes consist of fifteen students.

The Workshop courses stress individualization of writing needs based on a writing profile for each student. Late work or make-up work is not accepted. All writing workshop students are expected to enroll in the reading course offered in The Reading and Study Skills Center. Free tutoring is available for help with a specific problem area. No appointment is

necessary for tutoring services given in the Writing Skills Laboratory daily--students in the Writing Workshop courses use a textbook stressing rhetorical concerns of Unity, Coherence, and Audience only and In-Prints a student newspaper put out by Writing Workshop students. Workshop students share their finished products and in-progress papers with classmates in In-Prints and by duplicating them for class. All examinations are revised in class. Incompletes are rarely given.

Summary of Freshman English Curriculum at Ohio State University

<u>Placement Level</u>	<u>Writing Workshop Courses</u>	<u>Freshman Composition</u>
3	100.03	
		110
4	100.01	100.02

Objectives:

Mastery of Basic Rhetorical Concerns: Unity, Coherence, Development, Audience Awareness	Mastery of Basic Rhetorical Concerns, Mechanics and Grammar, Introduction to Essay	Mastery of Essay, Mechanics and Grammar
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Students may not skip any course in the sequence without the permission of the Director of the Writing Workshop. Be sure to schedule your English courses in a sequence so that you can build on your skills. It will help you to succeed! And register early in order to avoid being closed out of courses. If you are closed out of 100.02 or 110, come to the Writing Workshop office in 053 Pressey. We will do all we can to help you add those courses.

Findings

The findings reported here are a condensation of the interviews, observations, questionnaires, grade breakdowns for EOP and Special Option 105/103 rhetoric, and reviews of documents. The format for the findings are responses to the issue questions presented in the Introduction section of this evaluation report.

The Relationship of Special Options Rhetoric to the Missions of the University and Athletic Association

1. The need for a Special Options Rhetoric program. Does the University have a responsibility to provide opportunities to marginally academic students? Is there a supportive climate for Special Options Rhetoric? As is evident from the student letters to rhetoric director (pages 30-32) section of this report, and comments from University officials, faculty, and staff in the Perceptions of Special Option Rhetoric section of this report (pages 43-55), it seems clear that there is a definite need for a Special Options Rhetoric program and that the University has an obligation to provide for this writing need of marginally academic students. The specially admitted students not eligible for EOP rhetoric feel that without a special class to prepare them and help them get through Rhetoric 105 requirements, they cannot possibly meet the writing requirements of the University and hope to graduate. The University administrators, faculty, and staff, and the Athletic Association staff that were interviewed believe that because of the special admit category, the University has a responsibility to a program that allows special admit students to achieve academically. The Athletic Association staff, Special Options Rhetoric

director, teaching assistants and some University officials feel that there is not enough real commitment on the part of the University. The funding level has been low; the status of the Special Options Rhetoric program has been uncertain from semester to semester, making long range planning impossible; there is no ongoing, continuing rhetoric program to support the marginally academic students throughout their undergraduate years; there is an unwillingness to use the word remedial in connection with special admit students and an uncertainty about how to handle special admit cases that do not meet EOP requirements because of the Illinois Board of Higher Education's strong stand against remediation at the University; there seems to be a strong commitment to an elitist academic University that conflicts with the desire to have elitist football and basketball University teams; there seems to be strong anti-athlete attitudes in the English Department and a resulting low funding level from the English department and a generally non-supportive climate there; there also seems to be a lack of adequate program promotion on the part of the Admissions office and course catalogs.

2. The role of the Athletic Association in Special Options Rhetoric.

Does the tutoring service provided by the Athletic Association interfere with the effectiveness of Special Options Rhetoric? The Special Options Rhetoric teaching assistants and director are in agreement that the Athletic Association tutoring service does interfere with the effectiveness of the program (pages 45-55). Because there seems to be evidence that athletic tutors are providing too much help to athlete students enrolled in Special Options Rhetoric 105/103 on out-of-class assignments, the teaching

assistants feel they must make all assignments in-class or in-tutorial assignments, thus constraining the total amount of writing per student each semester. Students are given only one type of writing experience--the in-class, less reflective, less planned, artificial assignment--one that may not be a completely valid assessment of student writing ability. Concern has been expressed over the lack of Rhetoric department control over Athletic Association tutors, lack of common orientation for both rhetoric and athletic tutors, and a general lack of communication with the athletic tutors. There seems to be a conflict of goals between teaching assistants/rhetoric director and athletic tutors: the former are interested in teaching the requisite writing skills needed for passing 105; the later are concerned with keeping the athlete eligible to play and making a passing grade in the 105/103 course.

The Special Options Rhetoric Program and Practices

3. The amount of time designated for Special Options Rhetoric. Is one semester long enough to do the job effectively and have an impact? There is a consensus among students and personnel that although there is some impact from the present one semester Special Options program, a two semester program is needed for students to master the skills needed to meet the writing objectives of the English Department and the University. Students cannot learn the basic rhetorical skills of Unity, Coherence, Development, Audience Awareness, Mechanics and Grammar, and Sentence, Paragraph, and Essay structure in one semester, even with a tutorial. In addition, students cannot learn the writing skills needed to write a research paper although they may learn many research skills from their library tutorials.

4. The comparability of Special Options Rhetoric 105, EOP Rhetoric 105 and regular Rhetoric 105. Is Special Options Rhetoric on the same level as the other two? Is it different? The samples of student letters (pages 30-32) and essays (pages 59-62) as well as the observation field notes (pages 56-63) indicate that the three rhetoric 105 classes are not on the same level and that they are, indeed, quite different. Special Option students cannot comprehend the non-remedial textbook chapters and exercises, are not given other non-textbook readings as models or as stimuli for writing tasks, are not given out-of-class writing assignments except the research paper, are not given opportunities to revise writing assignments, and are not given opportunities to share their writing tasks with classmates or participate in peer evaluation. The amount of pages written is much less for Special Option students, the variety of writing assignments is less, and the quality of the essays is far below that of the other two Rhetoric 105 courses despite the seeming comparability of grades for EOP 105/103 and Special Options 105/103 at the end of the 1981 fall semester, which indicates that the grading standards may be different for the different rhetoric 105 courses.

EOP 105/103

A----4

B---14

C----7

D----2

E----1

Ex---3

W----0

Drop-1

Ab---0

Spec. Opt. 105/103

A----8

B---14

C---19

D----4

E----4

Ex---4

W----1

Drop-0

Ab---0

There is apparently no structure within the rhetoric department whereby the three rhetoric courses are monitored for comparability and several essays or writings written at or near the end of the course, each illustrating different kinds of writing tasks, are rated by someone other than the teacher of the student, for acceptability and comparability.

5. The staffing of Special Options Rhetoric. Is there an available supply of graduate students who want to teach and who are qualified to teach it?

As the interview comments of the teaching assistants and Special Options director indicate, there has been a problem in finding instructors for Special Options Rhetoric 105/103 (pages 44-49; ____). Many of the available teaching assistants have had no prior experience teaching marginal students, especially students with all the problems a typical Special Options student has. There is no Special Options training course a semester in length to prepare them for this special population as to learning theory teaching techniques and materials development and evaluation. At present there is only the one week orientation before the semester and peer advising system. The peer advisors themselves have not taught Special Options classes. Many available teaching assistants who might be qualified want no part of the Special Options Rhetoric problems such as attendance, late or missing assignments, work done by athletic tutors, non-serious attitudes on the part of students, or the impossibility of doing what should be done because of the one semester limitation. Some have been found to be biased against athletes. A potential staffing problem exists

because of the declining number of graduate students in the English department who could be used as teaching assistants.

6. The developmental orientation. Is Special Option Rhetoric effective? Do students tend to improve writing skills and attitudes toward writing? Throughout this report, there has been evidence presented in the form of student products, questionnaires, and interview comments (pages 30-43) (61-63) as well as interview comments from teaching assistants (pages 43-48) and a librarian (pages 49-50) that the Special Options Rhetoric program has been effective in many respects. Former students seem able to handle writing assignments in their current classes with more self-confidence and minimal assistance and passing grades. However, Special Options students are not enrolled in the demanding colleges such as Engineering and may not be taking courses with many writing requirements. Current students feel that they have increased their ability to organize and develop ideas, have the ability to say something worth reading, and can spell, punctuate and use words more effectively. They still do not feel as comfortable with writing as they would like to, do not feel they attend to the needs of their audience, have trouble getting started to write and finding support. They are also uncertain whether the teaching assistants consider them as worthwhile persons. They do seem to have learned some research skills and composition terminology. Although writing is still painful for the Special Options students, they feel much more positive about writing in general and their writing in particular than they did before taking the course. The feeling of teaching assistants and Special Options Rhetoric director is that although the program has been effective in many ways for most students, it has not been effective enough. The

students cannot possibly be given the writing tools and confidence they need to be on a par with regular Rhetoric 105 students in a one semester course. The program has great potential if it is changed to a two semester course. In the evaluator's opinion, based on classroom observations, the typical Special Options student has the potential to become an effective writer. The Special Options Rhetoric 105/103 program has the potential to help the marginally academic student become an effective writer. None of these potentialities will come about without a real commitment from the Illinois Board of Higher Education, the University, the Athletic Association and the English Department, a commitment strong enough to permit the changes needed for potentialities to become realities.

Some Afterthoughts of the Evaluator

The following list of recommendations are presented by the evaluator for reflection and consideration. Because of the economic realities today, some may be possible only for future consideration. The recommendations may not match the interests or needs of all the entities associated with the Special Options Rhetoric program since they are the results of the evaluator's perspective. It is hoped, however, that readers of this report will think them worthy suggestions.

1. The University and Athletic Association in conjunction with the Illinois Board of Higher Education should decide what their mission is to the special admit student with serious writing/reading deficiencies and provide implementation for the decision. A definition of remediation needs to be made--what is and what isn't remediation and the role of remediation in the University.

2. The University and Athletic Association should find ways to fund the English Department to make possible the following:
 - Stability for Special Options Rhetoric and thus, long range planning.
 - A placement policy that uses several writing samples in addition to ACT scores for each incoming student; and qualified raters.
 - An assessment policy at the end of the course that uses several writing samples and objective raters who did not teach the student.
 - A strong promotional policy for not only the English Department, but also the Admissions Office, Catalogues, and College Deans to attract appropriate students to the Special Options Rhetoric program early in the course planning stage.
 - A permanent full-time qualified, experienced Special Option Rhetoric faculty or else a one semester training program for teaching assistants who qualify and are interested.
 - A continuing writing/reading support program for Special Option Rhetoric students to help them cope successfully with later writing/reading requirements on their way to a degree.
 - An expansion and promotion of the little-used Writing Clinic sponsored by the English Department so that it is accessible and matches the schedules of Special Option students who may be referred because they need help in addition to the 105/103 help.

- The establishment of a reading skills program taught in conjunction with the writing program in order to capitalize on the reading/writing relationship and results of the research at the Center for the Study of Reading.
 - The development of a computer-assisted writing/reading program component: New specially designed software for Plato and micro-computers drawing on the work of computer-assisted Instruction experts; accessible hardware for the new software accessible for Special Option students with atypical schedules.
 - A research component to develop appropriate teaching and learning materials, strategies and methods, writing skill and attitude acquisition, writing assessment and program evaluation. The researchers should be the Special Option Rhetoric director, teaching assistants, and graduate students.
 - An expanded Athletic Association basic skills program for athletes and an athletic tutoring service under the control of the Rhetoric Department.
 - A two semester Special Option Rhetoric program with courses given for credit that apply toward a degree.
3. The Rhetoric Department should provide clearly written guidelines for Special Options that include policies for missed classes and make-up assignments and grading standards; and it should enforce them.
 4. The Special Options Rhetoric Director should consider changing the focus of the course to the basic rhetorical skills of unity, coherence, and audience--at least in the first half of the

program--and a top down approach rather than a bottom up approach--
 (sentence to essay, and isolated exercises on grammar, mechanics,
 and modes with topics unrelated to experience of the student.)
 The role of the research paper should be reevaluated.

5. The Athletic coaches and trainers--especially those for football
 and basketball--should actively promote and encourage writing
 excellence and a serious, positive attitude toward Special Option
 Rhetoric.
6. The Special Option Rhetoric Director and teaching assistants should
 be commended and perhaps given merit pay for the effort and energy
 expended in trying to teach this special population.

These suggestions must be seen as somewhat speculative. The data
 presented in the report is far too narrow to justify many of the suggestions.
 Much of the data collected was not incorporated into the report because of
 length constraints.

Appendix A

PART I:

A BRIEF HISTORY AND DESCRIPTION OF THE NEW WRITING REQUIREMENT

University of Michigan

The English Composition Board (ECB) was created by vote of the faculty of the College of Literature, Science, and the Arts to assume responsibility for the teaching of writing in the College. Creation of the Board was proposed to the faculty by a Graduation Requirements Commission which found that both students and faculty were deeply dissatisfied with the quality of students' written English. The ECB was charged with proposing a plan which would remedy that dissatisfaction.

After two years of preparation, the ECB proposed the following composition program to the College faculty which endorsed it with nearly unanimous approval:

I. Entrance Assessment

This is an assessment of writing competence based on an essay composed at the University before the beginning of their first semester by all students entering the College for the first time.

II. Introductory Composition

According to competence demonstrated in the assessment essay, students are placed in one of three categories:

- A. Tutorial: A two or four credit tutorial, offered by the English Composition Board, which must be taken in the first semester after matriculation and must be followed by an introductory composition course taught in the English Department.
- B. Introductory Composition: A four credit writing course, taught in the English Department, which must be taken in one of the first two semesters after matriculation.
- C. Exempted: No introductory composition requirement to fulfill before the upperlevel writing course or program.

Transfer students may be placed in any of these three categories.

III. Upperlevel Writing

A writing course or program must be taken by all students after their sophomore year and should be completed before the beginning of their last semester. It should if possible be taken in each student's area of concentration. It may be taken in any area when such a course or program is not offered in the student's area of concentration, and it may be taken in any area when no concentration is declared.

As the result of an enabling vote taken in January of 1978, the ECB accepted responsibility for a seven part enterprise based upon the foregoing composition program which is required of all students entering the College for the first time in the autumn of 1979 and thereafter.

The seven parts of ECB responsibility are these:

1. Assessment. The Board assesses the writing of every student entering the College for the first time; guided by the results of that assessment, the ECB places each student at an appropriate level of writing instruction.
2. Tutorial. The Board teaches the special tutorial courses required of those students placed at the lowest level by their performance in the writing assessment. The ECB also determines the length of time that such students must remain in tutorial courses.
3. Introductory Composition. The Board places students into Introductory Composition, assists the English Department in defining the nature of the course as well as improving its quality, and assumes responsibility for relating Introductory Composition to the College writing program.
4. Writing Workshop. The Board staffs and operates a Writing Workshop open to every undergraduate in the College on a self- or faculty-referral basis. Workshop attendance may also be required of students whose performance on the writing assessment or in ECB tutorials indicates a need for such support.
5. Upperlevel Writing. The Board advises and helps each Collegiate department and program in creation of a course or curriculum for its concentrators designed to fulfill the Upperlevel Writing portion of the requirement. One part of that help, when requested, is the training and funding of graduate students to assist faculty members of their own departments and programs in the teaching of writing to juniors and seniors. Another support provided by the ECB is a series of seminars on the teaching of writing offered each autumn semester to faculty members and their graduate assistants.
6. Research. The Board is responsible for reporting to the faculty at suitable intervals during the initial five years of its existence upon the quality of the new program. The first of these reports is on the effects of special instruction upon students required to take tutorial classes; another will be on the demonstrable effects of the Upperlevel Writing courses or programs; the final report of this period will describe the experience of the class of 1983 during its four years of participation in the program.
7. Outreach. In the process of considering and affirming the new writing requirement, LS&A faculty asked the ECB to attempt to improve writing instruction in Michigan high schools and community colleges, which supply between 75 and 80% of the College's enrollment. In response to this request, the Board developed an extensive schedule of in-service programs offered on high school and community college campuses, as well as a program of Ann Arbor conferences and workshops, all intended to help teachers make writing instruction more effective in schools throughout the state.

PART II:

A BRIEF SUMMARY OF ECB ACTIVITIES
AFTER THE NEW REQUIREMENT WAS ENACTED

Because the seven areas of responsibility accepted by the Board define its activities, this summary of its effort between January 1978 and August 1979 is divided into a corresponding number of parts. From 1 September 1978 through 31 August 1979, all parts of ECB work but for research were funded by the Mellon Foundation.

1. Assessment. First in 1978 and again in 1979, between mid-June and mid-September, experienced teachers of English composition read approximately 4000 papers written by freshmen and transfer students entering the College for the first time or by students entering other units which require them to take Introductory Composition in the College. All readers were trained together in a three-day session in May of both years by Professor Michael Clark of the English Department; in order to be certain that the standards established in training were maintained throughout the reading, either Dr. Barbra Morris or Mrs. Frances Zorn, Staff Directors of the ECB, participated in most of the readings and conducted periodic retraining sessions. All papers were read by at least two readers. Where the two could not agree on appropriate placement for a student within the program, a third reader made the decision.

On 43 days in the summer of 1979, beginning on 11 June and concluding on 10 September, one hour essays on topics prescribed by the Board were written during their Orientation visit to the campus by 3856 first-year and transfer students entering the College for the first time, as well as by 504 students entering other University schools and colleges. The 4360 papers written by these students were given 8964 readings by 11 experienced teachers of composition who determined that 6.2% of the first-year students and 7.7% of the transfers entering the College needed tutorial work, while 18.9% of the students from other units also needed such support. These percentages mean that 348 students will take at least one seven-week ECB tutorial class during the fall semester of 1979.

At the other end of the Assessment scale, ECB readers determined that 16.2% of first-year students, 43.2% of transfer students, and 14.5% of students from other units should be exempted from Introductory Composition. In the case of the two groups of students entering the College for the first time, different standards for exemption were invoked: First-year students were required to write as well as students who have completed Introductory Composition at Michigan; because of their relatively brief stay in the College, many junior and senior transfers who have taken Introductory Composition elsewhere were sent directly to Upperlevel Writing courses if they were not in need of tutorial help. Those transfers--49.1%--who were judged to be more competent than tutorial students but significantly less skilled than other students at their level in the College, were placed in special sections of Introductory Composition (juniors and seniors) or required to take a regular section of that course if they were freshmen or sophomores.

2. Tutorial. The ECB employs eleven full-time Lecturers and one Lecturer half-time to tutor first-year and transfer students who fail to place into or be exempted from Introductory Composition on the basis of their Assessment examination. All twelve tutors are experienced teachers of composition selected for their demonstrated ability to help good students make immediate improvement in the quality of their writing. ECB tutorial classes are two credit courses offered for seven weeks during the first or second half of the fall and winter semesters. Students judged ready for Introductory Composition after their first tutorial class, complete such work in two months; those not yet ready after the first tutorial must continue with a second class in the next two months of the academic year. Any student not adequately prepared for Introductory Composition (first and second year students) or Upper-level Writing (junior and senior transfers) after two ECB courses, must continue tutorial work in the Writing Workshop until certified by the Board.

Each tutorial section has a maximum of 16 students who customarily meet with their instructor four times a week--twice in one hour classes and twice in half-hour individual sessions. For the first week and a half, tutorial students write briefly every day and receive a response to each piece of writing. After that period of intense productivity, all students write at greater length at least twice a week and discuss their most recent composition in their half-hour tutorial meetings. At the end of seven weeks, each student writes an Assessment paper which is read and judged by two ECB Lecturers who have not tutored that student. According to their accomplishment demonstrated in that paper, tutorial students are assigned to the next appropriate level of the College writing program.

3. Introductory Composition. The Board has cooperated with the English Department in designing and funding a training seminar for new teachers of Introductory Composition. The seminar meets intensively in the week before classes begin in the fall semester, then weekly during the entire semester. In addition, the Board and Department cooperate in funding and offering during the winter semester a seminar in the teaching of writing to graduate students who are experienced teachers of Introductory Composition.

Two further aspects of this cooperative relationship are the new syllabus for the course written during the past two summers primarily by Professor Bernard Van't Hul, Director of Introductory Composition, in time and with counsel provided by the ECB; and an advisory conference convened jointly by the Board and the Department, at which nationally recognized authorities on the teaching of composition examined the course and advised upon its improvement.

4. Writing Workshop. Nine Lecturers, who also instruct the College's least able writers in ECB tutorial courses, each provide eight hours a week of consultation and instruction in the Writing Workshop. During the thirty-six hours a week that the Workshop is open, two experienced teachers of composition are always available for half-hour appointments (on a drop-in or scheduled basis) to discuss writing with any undergraduate in the College. Of the 144 such appointments available each week, an average of about 100 is used by individual students at the prescribed length. Most of the remaining Workshop time is devoted by its staff to extended appointments with students whose immediate needs cannot be satisfied in half-hour interviews.

Instructors in the Writing Workshop do not make assignments and will not work as editors or proofreaders for their student clientele. They are available first to discuss with undergraduates the meanings of and approaches to writing assignments made in any course in the College, and then to help those same students to be aware of appropriate rhetorical, syntactical, and grammatical choices as they write their papers.

5. Upperlevel Writing. The class of 1983, that entered the College in September of 1979, will be the first to profit from all parts of the new writing program. In their third and fourth years of residence, 1981-83, the College will provide for them approximately 3500 places in upperlevel courses designed to satisfy the junior/senior portion of the requirement. Meanwhile, the Board together with various teaching units in the College has been and will be preparing for 1981-83 by providing places for transfer students in 1979-80 and 1980-81, upon whom the upperlevel portion of the requirement is first incumbent, and for members of the classes of 1980 through 1982 who choose to enroll in upperlevel writing courses.

In the 1978-79 academic year and in the autumn semester of 1979, 19 teaching units in the College offered upperlevel writing courses primarily to their concentrators but also in some instances to other students interested in advanced approaches to particular disciplines. Although these courses take many forms, they generally require an average of six substantial pieces of writing submitted on a biweekly basis, each of which is reviewed and commented upon by a faculty member or graduate assistant or both. The units which have already offered these courses are Anthropology, Art History, Astronomy, Biological Sciences, Classical Studies, Communications, English, Geography, Geology, German, History, Linguistics, Near Eastern Studies, Philosophy, Psychology, Residential College, Slavic, Sociology, and Women's Studies.

6. Research. Supported primarily by a grant from the Ford Foundation that extends through August of 1980, the ECB sponsors a research program administered by Professor Richard W. Bailey which is intended to assist and evaluate development of the new writing requirement. The first objective of this program was to assist in development of the writing assessment. With the data management system developed by the research team, assisted by counsel from the Statistical Research Laboratory, the ECB was able to refine the process it uses to evaluate student writing samples. Measures were developed to identify inconsistencies among assessment topics and between pairs of readers so that the 1979-80 tests could be administered with greater accuracy than those of the preceding year.

A second part of the research effort compared ECB writing scores with other predictors of student ability. Before the new writing requirement was established, students could be exempted from introductory composition by offering transfer credit from another college or university, by achieving a score of 3, 4, or 5 on the AP writing test, or by presenting scores of 700 or above on the verbal portion of the SAT. While the AP test does involve a brief writing sample, both tests rely on multiple-choice questions about various aspects of language. Our results suggest that many of the students who perform well on the SAT verbal test do not write as well as they test. Both in 1978 and 1979, fewer than half the students with SAT verbal scores of 700 or above were exempted from the composition requirement.

THE WRITING PROGRAM OF THE ENGLISH COMPOSITION BOARD

University of Michigan

The writing program administered by the English Composition Board (ECB) in the College of Literature, Science, and the Arts at the University of Michigan is composed of five parts. First is the Writing Assessment, the basis upon which the other four parts are built. An impromptu essay of one hour upon an assigned topic, the assessment is written by all entering students after they have been admitted to the College and before they may enroll in any class. Each essay is read by two members of the ECB who must agree on its quality or a third reader resolves the disagreement.

According to writing competence demonstrated in the assessment, students are assigned to five different categories of accomplishment which invoke three further parts of the program: Tutorial, Writing Workshop, and Introductory Composition. As a result of Assessment readings, students assigned to the lowest category are required to delay their entrance into Introductory Composition for at least one semester while they take tutorial classes taught by ECB staff. By contrast, students put into the most accomplished group are exempted from Introductory Composition.

Between these two groups are students placed directly into Introductory Composition and those required to attend the Writing Workshop as a condition of their admission into Introductory Composition or their exemption from it. In the Workshop, experienced teachers of composition give individual attention to students whose writing problems are inappropriate to the work of Introductory Composition. In addition to students assigned to them because of problems identified in the Assessment, instructors in the Writing Workshop are available for College students from any class or course who wish to discuss and practice their writing.

ECB faculty members who provide Workshop instruction are also responsible for Tutorial courses offered by the Board. These courses are taught primarily in an individual rather than a classroom mode, and extend for seven weeks. At the conclusion of this period, each Tutorial student writes an impromptu essay upon an assigned topic which is assessed by at least two readers who were not his teacher. Their assessment determines whether the student must take another seven-week Tutorial, may go on to Introductory Composition next semester, or will be exempted from it.

As the single part of the program in place before the ECB was charged with responsibility for the teaching of writing in the College, Introductory Composition continues to be taught and administered by the English Department. In its new role as part of the Collegiate writing program, Introductory Composition is now periodically evaluated by the ECB which supports the Department in its improvement of course materials and cooperates in providing training for inexperienced teachers of writing.

All undergraduates must complete the College writing requirement by taking a course or program which emphasizes English composition, usually in their area of concentration, during the junior or senior year. With the help of the ECB, these courses are designed by all departments in the College to offer their students extensive practice in types of writing which characterize particular disciplines. When requested to do so, the ECB trains and funds graduate students to assist faculty members from their own areas in administering the writing component of junior/senior courses.

Assessment, Tutorial, Writing Workshop, Introductory Composition, Junior/Senior Writing Courses: These are the five parts of the Michigan writing program encompassed within the College. The sixth is a joint effort by the English Composition Board and the English Department to reach out to high schools and community colleges in the state to articulate the College's writing program with theirs. By offering initial seminars on the teaching of writing at their campuses (120 seminars between September 1978 and December 1979) and follow-up conferences and workshops at Michigan, members of the Board and the Department hope to establish a network of writing instructors which will support individual and faculty-wide efforts to improve the teaching of composition throughout high-school and college years.

January 22, 1980

Appendix E
SYLLABUS: COURSE REQUIREMENTS
FOR WRITING WORKSHOP STUDENTS
SPRING QUARTER 1982

Ohio State University

DESCRIPTION OF WRITING WORKSHOP. The Writing Workshop is based on three class sessions each week. Classes consist of 15 students; classwork focuses on developing the skills necessary for writing fully developed, expository essays. The Workshop also emphasizes individualization of writing needs. You and your instructor will keep a writing profile which indicates the skills you need to strengthen in writing. Based on your writing profile your instructor will assign specific exercises, modules, and slide/tape sets for you to work on. Your instructor may recommend that you buy modules that are available at the University Bookstore or from us here in the Writing Workshop. Conferences with your instructor provide a time for you to discuss your progress with these special exercises, which are selected to fit your needs. Your instructor's office hours are posted outside 041 or 051 Pressey Hall. Meet with your instructor regularly. Because we are attempting to improve the methods of teaching basic writing, you may be asked to participate in special testing sessions. Your cooperation is expected and will be appreciated.

The Writing Workshop office is located in 053 Pressey Hall. If you have any questions, contact the secretary at 422-8134.

ATTENDANCE. Regular attendance is expected. Contact your instructor if you are sick or have an emergency. You may call 422-8134 to leave a message. Absence report forms are sent to your advisor if you have three (equivalent to one week of classes) or more unexplained absences. Late work or make-up work is not accepted.

PLAGIARISM. Plagiarism, stealing the ideas and/or the words of another and representing them as your own, is not permitted. Although we encourage you to read and share your writing assignments with others, the work you submit is expected to be your own. Penalties for plagiarism range from failing the course to being dismissed from the University, after appearing before the University Committee on Academic Misconduct. Do not take the risk. Do your work in advance; discuss your problems with your instructor. Read attached Appendix A: Plagiarism.

READING AND STUDY SKILLS CENTER. Because the skills of reading and writing are closely related, all Writing Workshop students are expected to enroll in the reading course offered in the Reading and Study Skills Center, located in 024 Pressey Hall, phone number 422-1461. Register now for a class.

GRIEVANCE PROCEDURE. If you have a complaint, discuss the problem with your instructor. If your instructor is not able to resolve the issue, make an appointment with the Assistant Director of the Writing Workshop, Professor Christopher Hayes, 051 Pressey Hall, phone 422-8134. If he cannot solve your problem, the Director of the Writing Workshop, Professor Edward Lotto in 053 Pressey Hall, phone 422-8134, should be consulted. If he cannot solve your problem, call for an appointment with Professor Sara Garnes, 519 Denney Hall, 422-4856, and if your problem persists, contact the University Ombudsman, Dr. Don Good, 340 Ohio Union, 422-0307; since you are enrolled in the Writing Workshop and not in Freshman English, do not contact the Freshman English Ombudsman.

TUTORS. Free tutoring is available in room 045 Pressey at the tables outside the Workshop office. Your instructor may refer you to a tutor for help with a specific problem area, or you may want to work with a tutor on your own. You do not need an appointment to meet with a tutor; just check the tutoring schedule posted inside the Workshop office in 053 Pressey Hall. The handout, "Borrow An Expert," which is a printed schedule of tutoring hours for the quarter, should be available during the second week of the quarter. If you need additional tutoring, take a writing sample to the Writing Skills Laboratory in 012 Dulles Hall, telephone 422-5607. The services there are free and are available after 9:00 a.m. daily.

7. IN-PRINTS. Throughout the quarter you will receive copies of our student newspaper, In-Prints. If you fail to receive a copy, pick one up in 053 Pressey. We encourage you to submit your papers, midterms, journal entries, criticisms, assignments, freewritings, poems, short stories, etc., for publication. You should give every piece a title and also indicate the section (e.g., journal, exposition, freewriting) of In-Prints to which you are submitting. You may submit your writing in two ways, either by giving it to your instructor or by placing it in the In-Prints submission box in 053 Pressey Hall. In either case, the submission must be accompanied by one white and one yellow agreement form. Writing that is still in need of revision may be accepted for the section "Works in Progress." Writing not selected immediately will be returned to you by your instructor. The Editorial Staff does not hold work for further consideration.

8. REPRODUCTION OF STUDENT WRITING. When students share their writing they become better writers. So we often duplicate the writing of some students to distribute in the Writing Workshop. We take pains, however, to ensure the anonymity of the author by deleting the author's name and any other references that might identify him or her. If you object to having any piece of your writing distributed, even anonymously, please indicate this fact on the paper itself. This policy does not apply to articles submitted to In-Prints.

9. COURSE OBJECTIVES AND GRADING POLICY

BASIC WRITING: 100.01

Course Objectives:

1. The student can respond to an assigned topic.
2. The student can write a paper that contains a central idea which focuses on a clear purpose.
3. The student can write a unified paper that appropriately supports the central idea.
4. The student can fully develop the central idea using specific examples, facts, or details.
5. The student presents information in a coherent order.
6. The student directs writing to an appropriate audience.
7. The student edits writing assignments.

Grading Policy:

- A The writing shows excellence in all skills.
- B The writing shows above average handling of all skills.
- C The writing shows adequate handling of all skills.
- D The writing shows adequate handling of objectives (1) and (2) and at least two additional skills.
- E The writing either fails to show adequate handling of objectives (1) or (2), or handles objectives (1) and (2) adequately but only one or none of the other skills. In addition, if the student does not turn in on the assigned day each required proposal, outline, and rough draft that led up to the final draft, the student will receive an E for the assignment.

BASIC WRITING: 100.02 and 100.03

Course Objectives:

1. The student can respond to an assigned topic.
2. The student can write a paper that contains a central idea which focuses on a clear purpose.
3. The student can write a unified paper that appropriately supports the central idea.
4. The student can fully develop the central idea using specific examples, facts, or details.
5. The student presents information in a coherent order.
6. The student writes clear, complete sentences that use subordination and coordination correctly.
7. The student uses agreement and reference correctly.

8. The student uses words accurately and spells them correctly.
9. The student directs writing to an appropriate audience.
10. For full-length essay assignments, the student organizes the essay in logical paragraph divisions.

Grading Policy:

- A The writing shows excellence in all skills.
- B The writing shows above average handling of all skills.
- C The writing shows adequate handling of all skills.
- D The writing shows adequate handling of objectives (1) and (2) and at least four additional skills.
- E The writing either fails to show adequate handling of objectives (1) or (2), or handles objectives (1) and (2) adequately but only three, two, one, or none of the other skills; or the writing fails to show adequate editing skills. In addition, if the student does not turn in on the assigned day each required proposal, outline, and rough draft that led up to the final draft, the student will receive an E for the assignment.

10. GRADES. The examinations in all courses will be written and revised in class. The examination topics are announced in advance.

Your grade is determined as follows:

<u>100.01</u>	<u>PERCENT OF GRADE</u>
1st midterm	10
2nd midterm	10
3rd midterm	15
Final examination	20
Other assignments	35
Journals and attendance	10
Course grade:	100%
<u>100.02</u>	
Paper 1 (out of class)	10
Paper 2 (out of class)	10
Midterm	10
Essay 1 (out of class)	15
Essay 2 (out of class)	15
Final examination	20
Journals and attendance	10
Other assignments	10
Course grade:	100%
<u>100.03</u>	
Narrative (out of class)	5
Midterm	10
Exposition (out of class)	10
Essay 1 (out of class)	15
Essay 2 (out of class)	20
Final examination	20
Journals and attendance	10
Other assignments	10
Course grade:	100%

In order to complete the course, the student must turn in all the writing assignments including rough drafts, revisions, journals, and graded work at the end of the quarter. The student may pick up his or her folder after the sixth week of the next quarter in 053 Rossey Hall.

Incompletes are rarely given. In order to obtain an incomplete, the student must present a written petition to the Director of the Writing Workshop, Professor Edward Lotto.

11. FINAL EXAMINATION SCHEDULE FOR SPRING QUARTER 1982. Final examinations are scheduled according to the first hour of the whole class of the first full week.

Classes ordinarily meeting:

MWF	8:30 a.m.
MWF	9:30 a.m.
MWF	10:30 a.m.
MWF	11:30 a.m.
MWF	12:30 p.m.
MWF	1:30 p.m.
MWF	2:30 p.m.
TRF	9:30 a.m.
TRF	10:30 a.m.
TRF	11:30 a.m.

Will have finals on:

Mon., June 7,	1:30 p.m. to 3:18 p.m.
Tues., June 8,	1:30 p.m. to 3:18 p.m.
Mon., June 7,	8:30 a.m. to 10:18 a.m.
Thurs., June 10,	1:30 p.m. to 3:18 p.m.
Wed., June 9,	1:30 p.m. to 3:18 p.m.
Wed., June 9,	8:30 a.m. to 10:18 a.m.
Tues., June 8,	8:30 a.m. to 10:18 a.m.
Tues., June 8,	3:30 p.m. to 5:18 p.m.
Mon., June 7,	10:30 a.m. to 12:18 p.m.
Thurs., June 10,	3:30 p.m. to 5:18 p.m.

SUMMARY OF FRESHMAN ENGLISH CURRICULUM

Placement
Level

Writing Workshop Courses

Freshman Composition

3

100.03

110

4

100.01

100.02

Objectives:

Mastery of Basic Rhetorical
Concerns: Unity, Coherence,
Development, Audience Awareness

Mastery of Basic
Rhetorical Concerns,
Mechanics and Grammar,
Introduction to Essay

Mastery of Essay,
Mechanics and Grammar

Students may not skip any course in the sequence without the permission of the Director of the Writing Workshop. Be sure to schedule your English courses in a sequence so that you can build on your skills. It will help you to succeed! And register early in order to avoid being closed out of courses. If you are closed out of 100.02 or 110, come to the Writing Workshop office in 053 Pressey. We will do all we can to help you add those courses.

WEEK	CLASS	CLASS WORK	ASSIGNMENTS*
I 3/29- 4/2	1	Introduction to course; explain <u>Reprints</u> ; discuss journal keeping.	BW, pp. 1-18, 34-37; Take home assignment.
	2	Discuss freewriting; practice freewriting in class.	Review BW, pp. 1-18; <u>Reprints</u> , pp. 24-25.
	3	Discuss writing as a skill; review <u>Reprints</u> articles, topic and support sentences.	BW, pp. 19-29; writing assignment #1; Journals due on Fridays.
II 4/5- 4/9	1	Types and qualities of writing; read and evaluate writing assignment #1.	BW, pp. 31-49.
	2	Writer's triangle; class writing exercise.	First set of articles.
	3	Discuss articles; writing for an audience.	<u>Reprints</u> , pp. 100-104; Writing assignment #2.
III 4/12- 4/16	1	Practice midterm.	Review practice midterm and all previous work.
	2	First midterm exam.	BW, pp. 49-65.
	3	Review of first midterm; developing arguments.	Second set of articles.
IV 4/19- 4/23	1	Discuss articles; developing arguments.	Writing assignment #3; <u>Reprints</u> , pp. 111-114.
	2	Discuss writing assignment and <u>Reprints</u> .	BW, pp. 67-75.
	3	Situation statements; topic sentences.	Writing assignment #4; <u>Reprints</u> , pp. 29, 30, 32, 33, 37-39.
V 4/26- 4/29	1	Discuss <u>Reprints</u> ; developing support sentences.	BW, pp. 75-85; Writing assignment #5.
	2	Discuss writing assignment; using facts and details.	<u>Reprints</u> , pp. 58-65.
	3	Second midterm.	BW, pp. 86-98.
VI 5/3- 5/7	1	Analyze second midterm; order.	Writing assignment #6; BW, pp. 98-106.
	2	Discuss writing assignment; order.	Revise assignment #6.
	3	Unity.	<u>Reprints</u> , pp. 43-48, 50-56.
VI 5/10- 5/14	1	Coherence.	Writing assignment #7.
	2	Use assignment #7 to discuss signal words.	BW, pp. 108-122.
	3	Editing; sentence patterns; modifiers.	Writing assignment #8; BW, pp. 122-138.
VIII 5/17- 5/21	1	Joining sentence patterns; discuss writing assignment; pattern problems.	BW, pp. 138-146.
	2	Revising midterm #2; sentence patterns; agreement.	BW, pp. 148-165; Writing assignment #9.
	3	Editing vocabulary; writing assignment #9.	BW, pp. 165-183.
IX 5/24- 5/28	1	Editing spelling; prepare for midterm #3.	Prepare for 3rd midterm.
	2	Midterm #3.	Writing assignment #10.
	3	Review and edit midterm #3.	
X 5/31- 6/4	1	HOLIDAY - NO CLASSES	
	2	Discuss assignment #10 in class.	Raw folder: complete evaluation form.
	3	Prepare for final exams; SET forms; evaluation.	